CHINESE-CANTONESE

BASIC COURSE

Volume I

Lessons 1-20

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DEFENSE LANGUAGE INSTITUTE
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PREFACE

The Chinese Cantonese Course, consisting of 166 lessons in 8 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 2 proficiency in reading and writing Chinese Cantonese. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

PRONUNCIATION AND ROMANIZATION

TONES

Everyone who speaks "American" English as a native is aware that any group of syllables can be spoken in different ways with very different meanings, without changing the way the syllables are written. For example, "He came home at eleven thirty" can be spoken as a dry fact, as an expression of horror at his lateness, as an indication that he came in after eleven and not after ten or twelve, and in other ways. The two main devices we use to show such differences in English are stress and intonation. Stress is the relative loudness we give any part of an utterance. Try pronouncing the above example in different ways; you will see at once that you make much change in the stress of different syllables. Now read the following two examples: Two Detectives burst into a room. They see a man lying on the floor. One rushes over to him. The other asks "He's dead?", and the examiner answers, "He's dead." Each man has spoken the same two syllables, but they have said very different things; yet, the two pairs of syllables are exactly the same, with one exception: they are spoken with different intonations. You will recognize that the intonation of the first utterance can be diagrammed thus: _/ ; while the intonation of the second can be diagrammed thus: ‾‾\. Now the intonation of any word in English can be changed with great flexibility. But not in Cantonese Chinese. The most important single thing you must learn in the early part of this course is that every Cantonese

Chinese word has a specific intonation, which is called a tone, and the tone of a word is a part of it in the same way as a consonant or vowel. A word can not exist in Cantonese Chinese without its specific tone, and its particular tone always occurs with any given word in the same form. You have a choice of intonation for any English word; you have no choice for any Cantonese Chinese word, for a specific tone is an essential part of every Cantonese Chinese word.

When you hear single notes playing in succession on a piano, you recognize that each has its own level, and stays on that level. Such notes could be diagrammed thus: . ˙ ˙ . Each such point is said to be a specific pitch. Any person, in speaking, covers a certain range; that is, he has a certain pitch, or point below which he does not go, and another pitch above which he does not go. So the range of any person's speech, in English or Cantonese Chinese, could be represented by a vertical line, thus: | . Of course all pianos have the same range; and if you play any note on one piano and then play the corresponding note on any other piano, the two notes seem to have approximately the same pitch. But it is very different with people's speech. We say that some people have low-pitched voices, others high-pitched voices. Therefore, if we diagram the speaking range of three people, in English or Cantonese Chinese, we might have this

result: |ǀ| . Note that the range of each voice, as represented by the length of its vertical line, is about the same; but the three different voices begin and end on very different pitches. Now when you begin your very first conversation with any person, in English or Cantonese Chinese, it is only a matter of a few seconds until you can tell whether the pitch of a particular syllable is, in the range of his own speech, relatively high or low. That fact is important. For the tones of Cantonese Chinese are divided into three groups, each of which occupies a specific area of any speaker's speaking range, thus:

1
2 | . Of course the top part of that line, for a given speaker,
3

may correspond in pitch to the middle or bottom part of another speaker's range. But, for the reasons given above, that never causes any difficulty; a listener is always able to place any pitch or tone of a speaker at the appropriate level of the speaker's speaking range.

The three parts into which the speaking range are divided in Cantonese Chinese are called the Upper, the Middle, and the Lower. Nine tones are distributed among these three parts, as follows:

The Upper series has four tones:

the Upper Even Tone	(Up Ev)
the Upper Rising Tone	(Up Ri)
the Upper Departing Tone	(Up De)
the Upper Entering Tone	(Up En)

The Middle series has only one tone:

the Middle Entering Tone	(Mi En)

The Lower series has four tones:

the Lower Even Tone	(Lo Ev)
the Lower Rising Tone	(Lo Ri)
the Lower Departing Tone	(Lo De)
the Lower Entering Tone	(Lo En)

To make the tones visible, Dr. Y. R. Chao devised a scale of tone-letters by drawing a time-pitch graph of the voice[1], as follows:

Table 1. Tones

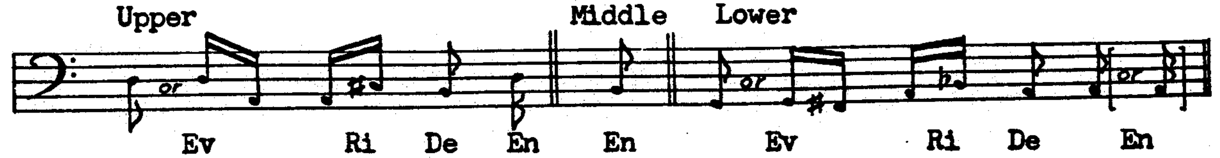
	Even	Rising	Departing	High	Middle
Upper	53 or 55	35	33	5	33
Lower	21	23	22	2 or 22	

These diagrams are constructed as follows: the speaking range is represented by a vertical line; bars are drawn across this line to represent, within any speaker's range, the pitches he uses to make the Cantonese Chinese tones; these bars are numbered from bottom to top, one to five; a line is then drawn from the left toward the vertical line, showing the pitch on which the

[1] Y. R. Chao, "A System of Tone-letters", Le Maitre Phonetique, 1930 p.24

syllable starts (at the extreme left) and the pitch on which it ends (where the line touches the vertical line). Since the bars showing pitch are numbered, we can use two numbers to indicate the tone of any syllable; the first number tells where it starts, the second tells where it ends. Thus, if we mark a syllable 35 (three five), that means it starts from the middle pitch and goes up to highest pitch; hence the tone is Upper Rising. If the numbers are 33 (three three), that means the syllable starts from the middle pitch and stays middle without any change of pitch; hence the tone is Upper Departing. And so on with all the tones.

D. Jones and K. T. Woo use a musical notation[2] as follows:



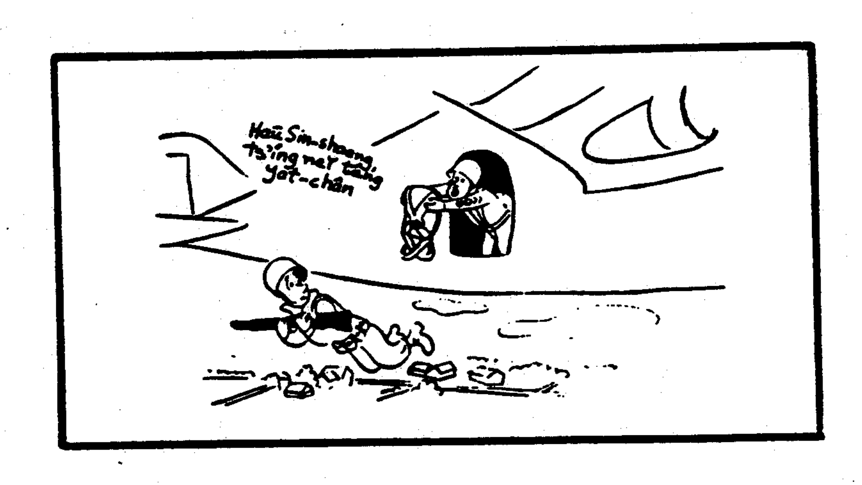
In the Chinese-Cantonese course at the U. S. Army Language School, the following system of romanization is utilized. The tonal marks of this system are as follows: The Upper Even and Upper Entering Tones are left unmarked, the Upper Rising is indicated by the acute accent (´), the Upper Departing and Middle Entering by the grave (`), the Lower Even by a dash (-), the Lower Rising by the inverted circumflex (ˇ), and

2 The musical notation is only an approximation to the average man's voice and not absolute pitch or intervals.

the Lower Departing and Lower Entering by the circumflex (^), the Entering Tones having been marked in the same way as the others with which they coincide in pitch; they may be distinguished by their endings, p, t, and k.

Table 2. Tonal Marks

	Even	Rising	Departing	Entering
Upper series	(unmarked)	´	`	(unmarked)
Middle series				`
Lower series	¯	˘	^	^



PRONUNCIATION AND ROMANIZATION

FINALS

Besides the tone, a syllable in Cantonese Chinese may have two other elements: namely the final and the initial. A final consists of a vowel with or without a semi-vowel or a consonant as an ending. A final alone may constitute a complete syllable. The vowels may be long or short as enumerated in Table 3. Some of these vowels have more than one value, depending on the endings.

Table 3. Vowels

L.[3]	S.	L.	S.	L.	L.	S.	L.	S.	S.	S.	L.	L.
a		e		eu	i,[4] z		oh		o		oo	ue
aai	ai		ei				oi			ui	ooi	
aau	au				iu							
aam	am				im			om				
aan	an				in		on			un	oon	uen
aang	ang	eng		eung		ing	ong		ung			
aap	ap				ip			op				
aat	at				it		ot			ut	oot	uet
aak	ak	ek		euk		ik	ok		uk			

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[3] L = long; S = short.
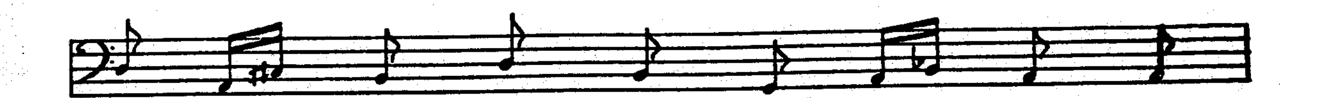
[4] i and z are only graphic distinctions with no difference in sound. i is used to combine with initials m, t, n, ch, ch', sh; and z is used to combine with initials ts, ts' and s.

Fundamental Tones

Up Ev	Up Ri	Up De	Lo Ev	Lo Ri	Lo De
m	ḿ	m̀	m̄	m̆	m̂
ng	ng ́	ng̀	nḡ	nğ	nĝ
a	á	à	ā	ă	â
e	é	è	ē	ĕ	ê
eu	eú	eù	eū	eŭ	eû
i	í	ì	ī	ĭ	î
z	ź	z̀	z̄	z̆	ẑ
oh	óh	òh	ōh	ŏh	ôh
o	ó	ò	ō	ŏ	ô
oo	oó	oò	oō	oŏ	oô
ue	ué	uè	uē	uĕ	uê
aai	aaí	aaì	aaī	aaĭ	aaî
ai	aí	aì	aī	aĭ	aî
ei	eí	eì	eī	eĭ	eî
oi	oí	oì	oī	oĭ	oî
ui	uí	uì	uī	uĭ	uî
ooi	ooí	ooì	ooī	ooĭ	ooî
aau	aaú	aaù	aaū	aaŭ	aaû
au	aú	aù	aū	aŭ	aû
iu	iú	iù	iū	iŭ	iû

PRONUNCIATION AND ROMANIZATION

Nine Tones



Up Ev	Up Ri	Up De	Up En	Mi En	Lo Ev	Lo Ri	Lo De	Lo En
aam	aám	aàm	aap	aàp	aām	aăm	aâm	aâp
am	ám	àm	ap	àp	ām	ăm	âm	âp
im	ím	ìm	ip	ìp	īm	ĭm	îm	îp
om	óm	òm	op	òp	ōm	ŏm	ôm	ôp
aan	aán	aàn	aat	aàt	aān	aăn	aân	aât
an	án	àn	at	àt	ān	ăn	ân	ât
in	ín	ìn	it	ìt	īn	ĭn	în	ît
on	ón	òn	ot	òt	ōn	ŏn	ôn	ôt
un	ún	ùn	ut	ùt	ūn	ŭn	ûn	ût
oon	oón	oòn	oot	oòt	oōn	oŏn	oôn	oôt
uen	uén	uèn	uet	uèt	uēn	uĕn	uên	uêt
aang	aáng	aàng	aak	aàk	aāng	aăng	aâng	aâk
ang	áng	àng	ak	àk	āng	ăng	âng	âk
eng	éng	èng	ek	èk	ēng	ĕng	êng	êk
eung	eúng	eùng	euk	eùk	eūng	eŭng	eûng	eûk
ing	íng	ìng	ik	ìk	īng	ĭng	îng	îk
ong	óng	òng	ok	òk	ōng	ŏng	ông	ôk
ung	úng	ùng	uk	ùk	ūng	ŭng	ûng	ûk

A final may have one of these endings: zero; -i, -u; -m, -n, -ng; -p, -t, -k. An ending is strongly or weakly articulated according as the vowel is short or long.

In pronouncing the endings -p, -t, and -k, whether they are begun strongly or weakly, one must never complete them so strongly as to make an audible explosion. The sound is swallowed, as it is popularly described.

Table 4. Endings

a		e	eu	i, z		oh		o		oo	ue
aai	ai	ei				oi			ui	ooi	
aau	au			iu							
aam	am			im			om				
aan	an			in		on			un	oon	uen
aang	ang	eng	eung		ing	ong		ung			
aap[5]	ap			ip			op				
aat	at			it		ot			ut	oot	uet
aak	ak	ek	euk		ik	ok		uk			

[5] Entering Tone endings -p, -t, and -k are respective counterparts of endings -m, -n, and -ng.

All the finals of Cantonese Chinese are enumerated in Table 6.

Table 5. Finals

a		e		eu	i, z		oh		o		oo	ue
aai	ai		ei				oi			ui	ooi	
aau	au				iu							
aam	am[6]				im			om				
aan	an				in		on			un	oon	uen
aang	ang	eng		eung		ing	ong		ung			
aap	ap				ip			op				
aat	at				it		ot			ut	oot	uet
aak	ak	ek		euk		ik	ok		uk			



[6] am and om, ap and op are only graphic distinctions with no difference in sound.

Table 6. Values of Vowels

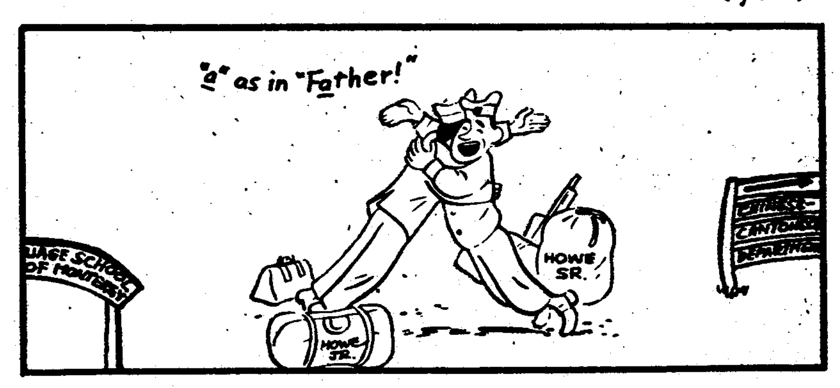
IPA[7]	Spelling	Position	As in
(a:)	a	When final	father
(a:)	aa-	In all positions	father
(ɐ)	a-	Before -i, -u;-m,-n, -ng; -p,-t,-k	cut
(ɛ:)	e	When final	se-e-ell
(ɛ:)	e-	Before -ng; -k	se-e-ell
(e)	e-	Before -i	hay
(oe)	eu	In all positions	no real Eng. approximation
(i:)	i, z	When final	machine
(i:)	i-	Before -u; -m, -n; -p, -t	machine
(e)	i-	Before -ng; -k	hay
(ɔ:)	oh	In all positions	awe
(ɔ:)	o-	Before -i; -n, -ng; -t, -k	awe
(ɐ)	o-	Before -m; -p	cut
(o)	o	When final	low
(o)	u-	Before -ng; -k	low
(ø)	u-	Before -i; -n; -t	no real Eng. approximation
(u:)	oo	In all positions	oodles
(y:)	ue	In all positions	no real Eng. approximation

[7] IPA = International Phonetic Alphabet

PRONUNCIATION AND ROMANIZATION

Table 7. Values of Finals

IPA	Spelling	IPA	Spelling	IPA	Spelling
(a:)	a	(ɛ:ŋ)	eng	(ɔ:n)	on
(a:i)	aai	(ɛ:k)	ek	(ɔ:ŋ)	ong
(a:u)	aau	(ei)	ei	(ɔ:t)	ot
(a:m)	aam	(œ)	eu	(ɔ:k)	ok
(a:n)	aan	(œ:ŋ)	eung	(ou)	o
(a:ŋ)	aang	(œ:k)	euk	(oŋ)	ung
(a:p)	aap	(i:)	i; z	(ok)	uk
(a:t)	aat	(i:u)	iu	(ey)	ui
(a:k)	aak	(i:m)	im	(en)	un
(ai)	ai	(i:n)	in	(et)	ut
(au)	au	(i:p)	ip	(u:)	oo
(am)	am; om	(i:t)	it	(u:i)	ooi
(an)	an	(eŋ)	ing	(u:n)	oon
(aŋ)	ang	(ek)	ik	(u:t)	oot
(ap)	ap; op	(ɔ:)	oh	(y:)	ue
(at)	at	(ɔ:i)	oi	(y:n)	uen
(ak)	ak			(y:t)	uet
(ɛ:)	e				



INITIALS

All the initials of Cantonese Chinese are enumerated in Table 8.

Table 8. Initials

	Unaspirated Stops	Aspirated Stops	Nasals	Fricatives	Semi-Vowels
Labials	p	p'	m	f	
Dentals	t	t'	n	l	
Palatals	[ts[8] ch	ts' ch'		s sh	y
Velar	k	k'	ng	h	
Labialized Velar	kw	kw'			w

A special case initial is what we may call the zero initial, where the syllable begins with one of the vowels or semivowels. Almost every speaker of Cantonese Chinese pronounces this group of words with initial ng, except when these words are interjections, particles, and the proper noun prefix à.

The values of the other initials are indicated in Table 9.

[8] ts and ch, ts' and ch', s and sh are only graphic distinctions with no difference in sound.

Table 9. Values of Initials

IPA	Spelling	Important features	As in
(p)	p	No aspiration!	speak
(p')	p'	Aspirated	tophat
(m)	m		ma
(f)	f		for
(t)	t	No aspiration!	steak
(t')	t'	Aspirated	penthouse
(n)	n		no
(l)	l		lie
(tɕ)	ts ch	No aspiration!	between chat and adze
(tɕ')	ts' ch'	Aspirated	between it's hot and such heat
(ɕ)	s sh	No lip action!	between she and sell
(j)	y		yes
(k)	k	No aspiration!	skate
(k')	k'	Aspirated	blockhead
(ŋ)	ng	Only one consonant!	not as in finger, but as in singer
(h)	h		how
(kw)	kw	No aspiration!	squad
(kw')	kw'	Aspirated	ask why
(w)	w		way

Initials and Finals in Fundamental Tones

		a	e	eu	i, z	oh	o	oo	ue
p		pa	pe			poh	po		
p'		p'a				p'oh	p'o		
m	m	ma	me		mi	moh	mo		
f		fa				foh		foo	
t		ta	te	teu	ti	toh	to		
t'		t'a		t'eu		t'oh	t'o		
n		na	ne		ni	noh			
l		la	le	leu		loh	lo		
ts			tse		tsz	tsoh	tso		
ch		cha	che		chi	choh			chue
ts'			ts'e		ts'z	ts'oh	ts'o		
ch'		ch'a	ch'e		ch'i	ch'oh			ch'ue
s		sa	se	seu	sz	soh	so		
sh		sha	she		shi	shoh	sho		shue
y		ya	ye						
k		ka	ke			koh	ko	koo	
k'		k'a	k'e					k'oo	
ng	ng	nga	nge			ngoh	ngo		
h		ha	he	heu		hoh	ho		
kw		kwa				kwoh			
kw'		kw'a							
w		wa				woh			

PRONUNCIATION AND ROMANIZATION

Initials and Finals in Fundamental Tones

	aai	ai	ei	oi	ui	ooi	aau	au	iu
p	paai	pai	pei			pooi	paau	pau	piu
p'	p'aai	p'ai	p'ei			p'ooi	p'aau	p'au	p'iu
m	maai	mai	mei			mooi	maau	mau	miu
f	faai	fai	fei			fooi		fau	
t	taai	tai	tei	toi	tui			tau	tiu
t'	t'aai	t'ai		t'oi	t'ui			t'au	t'iu
n	naai	nai	nei	noi	nui		naau	nau	niu
l	laai	lai	lei	loi	lui			lau	liu
ts		tsai		tsoi	tsui			tsau	tsiu
ch	chaai	chai			chui		chaau	chau	chiu
ts'		ts'ai		ts'oi	ts'ui			ts'au	ts'iu
ch'	ch'aai				ch'ui		ch'aau	ch'au	ch'iu
s	saai	sai	sei	soi	sui			sau	siu
sh	shaai				shui		shaau	shau	shiu
y	yaai	yai			yui			yau	
k	kaai	kai	kei	koi	kui		kaau	kau	kiu
k'	k'aai	k'ai	k'ei	k'oi	k'ui		k'aau	k'au	k'iu
ng	ngaai	ngai		ngoi			ngaau	ngau	
h	haai	hai	hei	hoi	hui		haau	hau	hiu
kw	kwaai	kwai				kwooi			
kw'	kw'aai	kw'ai				kw'ooi			
w	waai	wai	wei						

PRONUNCIATION AND ROMANIZATION

Initials and Finals in 9 Tones

	aam aap	am ap	im ip	om op	aan aat	an at	in it	on ot	un ut
p				pom	paan	pan	pin		
p'				p'om	p'aan	p'an	p'in		
m					maan	man	min		
f					faan	fan	fin		
t	taam	tam	tim		taan	tan	tin		tun
t'	t'aam	t'am	t'im		t'aan	t'an	t'in		
n	naam	nam	nim		naan	nan	nin		
l	laam	lam	lim		laan	lan	lin		lun
ts	tsaam	tsam	tsim		tsaan	tsan	tsin		tsun
ch	chaam	cham	chim		chaan	chan	chin		chun
ts'	ts'aam	ts'am	ts'im		ts'aan	ts'an	ts'in		ts'un
ch'	ch'aam	ch'am	ch'im		ch'aan	ch'an	ch'in		ch'un
s	saam	sam	sim		saan	san	sin		sun
sh	shaam	sham	shim		shaan	shan	shin		shun
y	yaam	yam				yan			yun
k	kaam	kam	kim	kom	kaan	kan	kin	kon	
k'		k'am	k'im			k'an	k'in		
ng	ngaam	ngam			ngaan	ngan		ngon	
h	haam	ham	him	hom	haan	han	hin	hon	
kw					kwaan	kwan			
kw'					kw'aan	kw'an			
w					waan	wan	win		

Initials and Finals in 9 Tones

	oon oot	uen uet	aang aak	ang ak	eng ek	eung euk	ing ik	ong ok	ung uk
p	poon		paang	pang	peng		ping	pong	pung
p'	p'oon		p'aang	p'ang	p'eng		p'ing	p'ong	p'ung
m	moon		maang	mang	meng		ming	mong	mung
f	foon						fing	fong	fung
t		tuen		tang	teng	teung	ting	tong	tung
t'		t'uen		t'ang	t'eng		t'ing	t'ong	t'ung
n		nuen		nang		neung	ning	nong	nung
l		luen	laang	lang	leng	leung	ling	long	lung
ts		tsuen		tsang	tseng	tseung	tsing	tsong	tsung
ch		chuen	chaang	chang	cheng	cheung	ching	chong	chung
ts'		ts'uen		ts'ang	ts'eng	ts'eung	ts'ing	ts'ong	ts'ung
ch'		ch'uen	ch'aang	ch'ang	ch'eng	ch'eung	ch'ing	ch'ong	ch'ung
s		suen		sang	seng	seung	sing	song	sung
sh		shuen	shaang	shang	sheng	sheung	shing	shong	shung
y			yaang			yeung	ying		yung
k	koon	kuen	kaang	kang	keng	keung	king	kong	kung
k'	k'oon	k'uen	k'aang	k'ang	k'eng	k'eung	k'ing	k'ong	k'ung
ng			ngaang	ngang				ngong	
h		huen	haang	hang	heng	heung	hing	hong	hung
kw			kwaang	kwang			kwing	kwong	
kw'			kw'aang					kw'ong	
w			waang				wing	wong	

PÌN-YAM

There are two pìn-yam or "changed tones" in Cantonese Chinese. One is the Upper Even Pìn-Yam with a tonal value almost identical to the Upper Even Tone. The other is the Upper Rising Pìn-Yam with a tonal value almost identical to the Upper Rising Tone.

The majority of Upper Even Pìn-Yam are derived from words having the Upper Even Tone and the Upper Entering Tone. Since the tonal value of the Upper Even Pin-Yam and the Upper Even Tone and the Upper Entering Tone are almost identical, a syllable with Upper Even Pìn-Yam is also unmarked.

The majority of Upper Rising Pìn-Yam are derived from words having the Middle Entering Tone, the Lower Even Tone, the Lower Rising Tone, the Lower Departing Tone, and the Lower Entering Tone. Every syllable with Upper Rising Pìn-Yam is written with the tone of the underlying word and the sign * added to indicate the Upper Rising Pìn-Yam.

There is no pìn-yam derived from words having the Upper Rising Tone, probably because of the great similarity between this tone and the Upper Rising Pìn-Yam.

A pìn-yam derived from the Upper Departing Tone is rather rare.

PRONUNCIATION AND ROMANIZATION

PÌN-SHING

There are two pìn-shing or "change sounds" in Cantonese Chinese. One is the Vowel aa- Pìn-Shing and the other is Vowel e- Pìn-Shing. The majority of Vowel aa- Pìn-Shing are derived from words having the vowel a- with -ng, -k as endings. The Vowel e- Pìn-Shing are derived from words having the vowel i- with -ng, and -k as endings.

These pìn-shing are traditionally known as the literary and colloquial readings of a Chinese character with or without change in meaning. Every syllable with pìn-shing is written with the vowel that should be pronounced.



GRAMMAR[1]

WORDS AND PARTS OF SPEECH

There are two kinds of subunits in Chinese speech. The commonest small change of everyday speech is the monosyllable or <u>tsẑ</u>. Examples are <u>yān</u> 'man,' <u>yaŭ</u> 'have,' <u>mooĭ</u>- 'each,' <u>kam</u>- 'this, the present.' It is the kind of thing which a child learns to say, which a teacher teaches children to read and write in school, which a telegraph office counts and charges you for, the kind of thing you make slips of the tongue on, and for the right or wrong use of which you are praised or criticized. In short, a <u>tsẑ</u> plays the same social part in Chinese life as a 'word' plays in English.

But if we analyze the structure of Chinese sentences, we shall find that the syntactical subunits which can be spoken independently or combined with a high degree of freedom are not always monosyllables, but often combinations of two or more syllables. Such syntactical units, whether of one or more syllables , are more like the words in other languages. There is, however, no common Chinese name for them. Chinese grammarians call them <u>ts'ž</u>, which is a learned term and not an everyday word. Examples of <u>ts'ž</u> are <u>yān</u> 'man,' <u>yaŭ</u> 'have,' <u>mooĭ</u>-<u>kŏh</u> 'each, each one,' <u>kam</u>-<u>yât</u> 'today,' <u>chi</u>-<u>tŏ</u> 'know,' <u>yat</u>-<u>t'îng</u> 'sure.' On the whole, polysyllabic units of this kind are not quite such close-knit words as 'particular,' 'random,' 'patter,' but more like words of the 'cranberry,' 'teacher,' or 'wind-mill' type.

[1] Y. R. Chao, <u>Cantonese Primer</u>, The Harvard University Press, 1947, pp 37-45

In the present course we shall follow the common usage among Western writers on Chinese subjects and among Chinese who speak English by calling every monosyllabic unit or tsẑ a 'word.' For the unit ts'z, which is more like a word in the linguistic sense, we shall use the term 'syntactical word.'

A word is said to be 'free' when it is also a syntactical word, as hó 'good,' yĕ 'thing.' A word is said to be 'bound' if it must combine with another word to form a syntactical word, as kam- 'this,' -yât 'day,' from which the syntactical word kam-yât 'today' can be formed.

In general, a syntactical word corresponds in translation to a word in English, and is written as "one word" in our romanized text. But this is only a rough correspondence, as the same Chinese form may have different English translations and vice versa. For example, hó-t'aî may be variously translated as 'good to look at' or 'good-looking' or 'beautiful,' depending upon the actual sentence in which hó-t'aî is used.

It has often been said that Chinese has no parts of speech, but only functional position in the sentence, and stock examples from the literary style such as kwan kwan 'the king is a king,' shān shān 'the minister acts as a minister,' foô foô 'the father is fatherly,' tsẑ tsẑ 'the son is filial' are familiar features of the grammatical sections of writings on Chinese. While there is a greater range of functional position for units in the Chinese

language than in most Indo-European languages, if not more than in English, there is still the element of selection which limits the functional range of units. Thus, tsaú 'wine' is never followed by kån, suffix for progressive action; '-ing'; kång 'still more' is never followed by a noun, nor is fån-cheûk 'fall asleep' ever followed by a noun. On the other hand, tá 'to beat' is usually followed by a substantive. In other words, we can mark in a dictionary that normally tsaú is a noun, kång is an adverb, fån-cheûk is an intransitive verb, tá is a transitive verb, etc., etc. For, as a rule, every form does have a limited range of functions, which have to be learned in connection with it.



GRAMMAR

SYNTACTICAL CONSTRUCTIONS AND WORD ORDER

The main types of syntactical constructions are coordinate constructions, qualifier-qualified constructions, verb-object constructions, auxiliary-verb-and-verb constructions, verb-complement constructions, and subject-predicate constructions. The order in which the elements in these constructions are mentioned is the order in which they occur. They represent the main features of word order in Chinese. Examples of each kind of construction are as follows:

Coordinate constructions:

neĭ ngŏh k'uĭ 'you, I, and he'

leŭng-kŏh t'ŭng leŭng-kŏh 'two and two'

saam seì-kòh 'three or four'

tak-m̄-tak 'All right (or) not all right, --is it all right?'

Qualifier-qualified constructions:

hó yān 'a good man'

ch'ut k'eì kè sẑ 'strange event'

tûk shue kè yān 'read book sort of man, --a man who reads'

t'oì* kè sheûng-pîn 'table topside, --on the table'

m̄-peì 'not to give'

yat-tîng laì 'certainly come'

kâm kông 'talk this way'

haì Shaang-shēng chuê 'live in Canton'

Neĭ m̄-háng tsaû m̄-shaì tsô là 'If you don't want to, you needn't do it.'

maân-maân* haāng 'walk slowly'

Verb-object constructions:

tá cheǜng 'fight a war'

chap-shâp fōng kaan 'tidy up the room'

M̄-chi haî tîm 'I don't know how it is.'

Auxiliary-verb-and-verb constructions:

iǜ laî 'will come'

ooĭ kóng 'can talk'

m̄-hóh-ĭ shîk in 'may not smoke (not permitted to smoke)'

Verb-complement constructions:

sé hó 'write well'

chuê haî Shaáng-shēng 'live in Canton'

tìt lôk-laî 'fall down'

kaû tak m̄-hó yûng lòh 'so old as to be unusable'

haāng tak maân 'walk slowly'

Subject-predicate constructions:

Ngōh chi-tò 'I know.'

Ni-kòh hó 'This one is good.'

The following points should be noted in connection with the various types of constructions. In coordinate constructions there is often no conjunction between the terms. In qualifier-qualified constructions, the most important rule to remember is that the qualifier precedes the qualified. In verb-complement constructions, although the complement is often translated by an adverb in English, in Chinese a word or phrase is in the comple-

ment position only if it represents the result or an important feature of the event or action denoted by the verb. If, however, the word or phrase indicates the accompanying circumstance or manner of the event or action, including time and locality, it is placed in the adverbial position. In predication, the most important thing to note is that words denoting qualities can be full verbal predicates and therefore do not require a verb 'to be,' as English adjectives do.



GRAMMAR

NEGATION AND INTERROGATION

Simple negation is expressed by using m̄ 'not' before the word negated, as háng huì 'willing to go,' m̄-háng huì 'not willing to go,' háng m̄ huì 'willing not to go,' m̄-háng m̄ huì 'unwilling not to go.' The negative of yaŭ 'have' takes the fused form mŏ < m̄ + yaŭ. The literary forms pat 'not' and mō 'have not' are occasionally used in compounds.

The negative of an imperative verb is maĭ 'don't...!' or m̄-hó 'better not, don't...! '

The negative of a verb ending in the suffix -chóh or -kwòh, expressing completion or past time, takes the form of meî or mŏ before the verb, as laî-chóh, laî-kwòh 'have come, did come,' meî laî, mŏ laî 'have not come, did not come.' The suffix -kwòh can also be retained when meî or mŏ is used, but -chóh always drops out in the negative.

Before a compound, a phrase, or a whole sentence m̄-haî 'is not, it is not that...' is used instead of the simple m̄, as ngŏh m̄-haî m̄-háng 'not that I am unwilling.'

Questions in Chinese can be divided into four types: (a) questions with interrogative words, (b) disjunctive questions, (c) A-not-A questions, (d) yes-or-no questions.

(a) Questions with interrogative words are the easiest to ask and answer. The rule is: Ask as you would be answered, as Neî haî pin-kòh? 'You are who, -- who are you?' For the answer in Chinese is not in the order 'Lee am I,' but, as in English,

'I am Lee.' Neĭ iù t'aî laĭ-paaì keî kè pò-chî? 'You want to read what-day-of-the-week's newspaper?' Ngŏh iù t'aî laĭ-paaì-î kè 'I want to read Tuesday's.' (This question, which is a perfectly normal one in Chinese, cannot even be asked unambiguously in English.)

(b) Disjunctive questions, or questions requesting a choice of alternatives, are asked by using tîng, tîng-haî, or pîng between the terms. The form pîng is used rather infrequently, and then only between monosyllables. For example, ch'eung pîng tuén à? 'long or short?' Note that the English form 'Will you eat rice or noodles?' is really ambiguous if the intonation is not known. If the intonation rises on 'rice' and falls on 'noodles,' it is a disjunctive question and the translation will be: Neĭ shìk faân tîng-haî shìk mîn à? to which the answer may be Faân or Mîn. With a generally rising intonation, it is a yes-or-no question and the Chinese will be: Neĭ shìk-m̀-shìk faân waâk mîn à? to which the expected answer will be Shìk 'Yes, I will eat (either of the two)' or M̄-shìk 'No, (I prefer bread).' In the first case, 'or' is translated by tîng or tîng-haî ; in the second case, by waâk or waâk-ché.

(c) An A-not-A question is a disjunctive question in which the choice is between something and its negative. In such a case, the word tîng or tîng-haî is omitted. The English equivalent of such a question is the common yes-or-no question. Neĭ

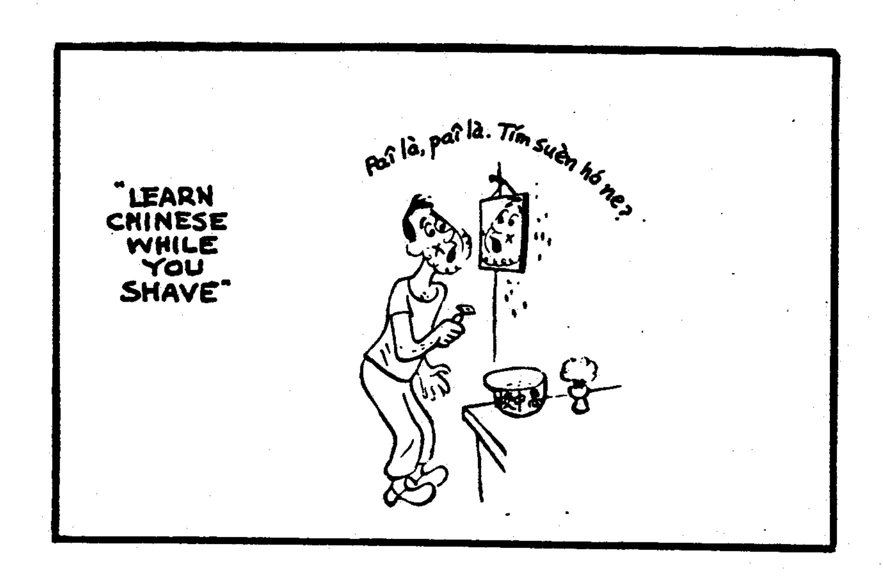
shîk-m̄-shîk in à? 'You smoke (or) don't smoke, --do you smoke?' Neĭ yaŭ-mŏ huì-kwòh Shaáng-shēng? 'You have (or) have not been to Canton,--have you ever been to Canton?' Since these are disjunctive questions, they cannot be answered by words expressing agreement or disagreement, like haî or m̄-hai, but must have the terms in the disjunctive repeated, as Ngŏh shîk 'I do (smoke)' or M̄-shîk 'I don't'; Huì-kwòh 'I have been there' or Mŏ 'I have not.' Of course if haî happens to be the main verb in the original question, then the answer will be Haî or M̄-haî on a par with Shîk or M̄-shîk.

Note that when the verb is yaŭ (whether as main verb or as auxiliary verb), then the A-not-A form in the question becomes yaŭ-mŏ, since mŏ < m̄ + yaŭ.

(d) True yes-or-no questions are less frequent than in English, since most yes-or-no questions are put in the disjunctive A-not-A form, as described above. Yes-or-no questions are in the form of posed statements with the addition of one of the final particles mà, me, a, and ā, or of a miniature disjunctive question haî-m̄-haî 'isn't that so?' 'n'est-ce pas?' For assent to such questions one can use Haî, Haî là 'Yes, right,' Ē 'Uh-huh!' or a syllabic nasal M̄ 'M-hm!' and for dissent M̄-haî 'No, not so.'

Note that while yes-or-no questions in English call for affirmation or negation, questions under type (d) call for

agreement or disagreement, which is not the same thing unless the question is in the positive form. If the question is in the negative, then the answer in Chinese will seem to be the opposite to that of the English. For example, if the question is: Neĭ m̄-chung-ì yám tsaú me? 'You don't like to drink wine?' and if the answer is one of dissent, it will be: M̄-haî, ngŏh chung 'Not so, I do,--- yes, I do.' On the other hand, if the question is: Neĭ-teî mŏ tsiu me? 'Have you no bananas?' and if the answer is one of agreement (and therefore negative), it will be: Haî, ngŏh-teî mŏ tsiu 'Yes, we have no bananas.'



GRAMMAR

TRANSLATION OF ENGLISH GRAMMATICAL CATEGORIES

While Chinese grammar proper should deal only with the grammatical features which are actually found in the Chinese itself, an English-speaking student of Chinese cannot help being concerned about how English grammatical categories will be translated into Chinese. This is a perfectly healthy state of mind, provided that the student remembers the general fact that every grammatical feature of one language does not necessarily correspond to some similar grammatical feature of another language. Anything can be translated fairly accurately, to be sure, but not necessarily by the same means of expression. Thus, the English phrase 'No, thank you!' can be more idiomatically translated by a smile and a polite gesture than by the recent translation borrowing: Toh-tsê, m̄-oì lòh 'Many thanks, I don't want any more.' Keeping in mind the fact that grammatical features will not always correspond, we shall now try to see how, in general, various categories of English grammar can be translated into Chinese.

No articles are generally required before Chinese nouns. Nor have Chinese nouns any distinction of number. Nouns taken in the generic sense also take the simple form. We do not say, the lion is a noble animal, or a fool and his money are soon parted, or potatoes are scarce, but simply say, Man is a rational animal. In first mentioning a particular individual, as in telling a story, yat-kòh 'one individual,' or yat plus some other

auxiliary noun ('AN'), will play the part of the indefinite article, as Yaŭ yat-chèk oō-leī* 'There is (or was) a fox.' When reference is made to something already mentioned, an auxiliary noun without any prefixed demonstrative can be used, as, in continuing the story: Chèk oō-leī* wâ 'The fox said.' For a plurality of things or a mass of something, the AN ti is also used in this way like 'the.'[2]

An important feature of Chinese construction to observe is that a subject is more likely to refer to something definite, while an indefinite reference tends to be placed in the object position.[3] For example, Shue haí pin shuè? 'Where are the books?' but, Pin shuè yaŭ shue? 'Where are there some books?' (lit. 'What place has books?'). If an object has a definite reference, the fact is indicated by a demonstrative or some other suitable qualifier, as Ngŏh t'aí-kwòh ni pô shue lòh 'I have read this book.' The tseung-construction is often used for an object with a definite reference, as Ngŏh tseung ni pô shue t'aí-kwòh lòh, but you may also say simply Shuè ngŏh t'aí-kwòh lòh.

Personal pronouns in Chinese have no case or gender. The possessive is formed by adding the subordinative particle kè, and the plural by adding -teî. An important thing to note is

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[2] This use of the AN as 'the' is one of the few features of Cantonese grammar which does not apply to other Chinese dialects.

[3] Mullie, The Structural Principles of the Chinese Language, English translation by A.C. Versichel, Peiping, 1932, vol. 1, p. 160 ff.

the limited use of k'uĭ 'he, she, it, him, her' and k'uĭ-teî 'they, them.' K'uĭ-teî is never used with inanimate things. K'uĭ is so used only as an object and applies indifferently to one or more things. For example, Ni ti p'ìng-kwǒh m̄-shûk, m̄-hó shîk k'uĭ 'These apples are not ripe, better not eat it' ('them' in normal English). In subject positions, k'uĭ and k'uĭ-teî are never used for inanimate things except when personified. Either a demonstrative like ni kǒh 'this' is used, or the subject is repeated, or the sentence may begin without a subject, if the context is clear enough.

English prepositions may be translated in four different ways. (1) A verb 'to be' followed by a preposition can be translated by the transitive verb haî, as K'uĭ haî uk-k'eî 'He is at home.' If the preposition expresses a more specific locality than 'at,' a localizer or postposition is added to the object in Chinese. Thus, Shuēn haî hoî-sheûng 'The ship is on the sea, (lit. 'The ship is at sea-top'), where haî translates 'is on' so far as 'being there' is concerned, but it takes a localizer sheûng 'upper part' to give the 'on' part as distinguished from 'in,' 'under,' etc. (2) When a prepositional phrase qualifies a noun in English, it must precede the noun in Chinese, usually with the qualifying particle kè, as haî hoî-sheûng kè shuēn 'being on sea-top kind of ship, --the ship on the sea.' Haî can usually be omitted, as shue liŭ-pîn kè tsẑ 'book-inside's words,

-- the words in the book.' (3) If a prepositional phrase follows a verb in English and expresses a modifying circumstance, the Chinese translation takes a verb-object construction preceding the verb, as <u>K'uĭ</u> <u>haî</u> <u>Meĭ-Kwȍk</u> <u>tûk</u> <u>shue</u> 'He being in America studies, -- he studies(-d) in America.' (4) When an English prepositional phrase following a verb expresses a result or an important point in the predication, it is translated by a complement, that is, a form after the verb. For example, <u>tâm</u> <u>k'uĭ</u> <u>haî</u> <u>shuî</u> <u>luĭ-pîn</u> 'throw it at water-inside, -- throw it into the water,' whereas in <u>haî</u> <u>shuî</u> <u>luĭ-pîn</u> <u>tâm</u> <u>k'uĭ</u> 'throw it (while the thrower is) in the water,' <u>haî</u> <u>shuî</u> <u>luĭ-pîn</u> is a Chinese adverbial phrase. In a similar way, if any other type of adverb or adverbial phrase expresses the main point of predication, it is also translated by a complement. Thus, in 'This man eats slowly,' the point is not that he eats, since he eats in any case, but that the speed of his eating is slow. In Chinese, the logical predicate, prefixed by <u>tak</u> 'so that' is put into the form of a complement: <u>Ni</u> <u>kȍh</u> <u>yān</u> <u>shîk</u> <u>tak</u> <u>maân</u>. Similarly, <u>K'uĭ</u> <u>ch'eùng</u> <u>tak</u> <u>hó</u> 'He sings well.'

Comparatives are expressed by -<u>ti</u> 'a little, ... -er,' <u>chûng</u> 'still' or <u>kàng</u> 'still more,' as <u>K'uĭ</u> <u>kam-yât</u> <u>hó-ti</u> <u>mà</u>? 'Is he better today?' 'Than' is translated by <u>kwȍh</u> 'pass,' as <u>Ni</u> <u>kȍh</u> <u>hó-kwȍh</u> <u>kóh</u> <u>kȍh</u> 'This is better than that.' A second form of translating 'than' is <u>peî</u> or <u>peî-kaaù</u> 'compare,' as

Ngŏh peì-kaaù neĭ ko-ti 'I am taller than you.' Note that when *kwŏh* is used, there is no -*ti* and the word order is like that of English, while with *peì* or *peì-kaaù*, -*ti* can be (optionally) used and the *peì* (or *peì-kaaù*) phrase is treated like a Chinese adverbial phrase and placed before the word qualified.

The superlative is expressed by *chì* or *tsuì* 'most.' Intensives are expressed by the adverbs *hó* 'very,' *kei* 'quite, rather,' *kîk* 'extremely,' or the complements -*kîk là*, *tak tsaî*, *tak kaau-kwaan*, *tak kán-iù* 'to an extreme degree, awfully, terribly.' Inferior degrees are expressed by *mŏ*...*kŏm* 'not so ...as' and *tsoì m̀*... 'most un-...' *Ngŏh mŏ k'uĭ kŏm taaî* 'I am not so big as he.' Equality of degree is expressed as follows: *Ngŏh t'ũng neĭ yat-yeũng shat-mông* 'I with you same disappointed, -- I am as disappointed as you.' *K'uĭ yaŭ k'uĭ kŏm ko* 'He has him that tall, --he is as tall as he.'

The English verb 'to be' is to be translated as *haî* chiefly before substantives, as *Ngŏh haî yăn* 'I am a man.' *Haî* is not normally used before words translated from English adjectives, as *K'uĭ k'ũng* 'He is poor.' One should not be misled by forms like *K'uĭ haî k'ũng* 'He is poor,' where *haî* is an emphatic adverb. Another apparent exception is *haî* followed by a phrase ending in *kè*, as in *kóh ti fa haî hũng kè* 'Those flowers are red.' Here *hũng kè* stands for *hũng kè yĕ*, or *hũng kè fa* 'red things' or 'red flowers' or red ones,' which, being substantive

phrases, can be preceded by *haî*.

There is no distinction of voice in Chinese verbs, the direction of action depending upon the context. *Ngŏh chûng meî saî mîn* 'I have not yet washed my face.' *Mîn chûng meî saî* 'My face has not yet been washed.' An agent expression similar to the 'by' -form in English consists of the verb *peí* 'give' or the more literary *peî* 'receive, cover,' followed by the word for the agent. For example, *Cheûk oón peí k'uĭ tá-laân chóh lòh* 'The bowl give him broke, --- the bowl has been broken by him.' A more frequent way of translating an agent expression is to make it into a substantive-predicate construction. Thus, *I-fûk haî ngŏh maaĭ kè* 'The clothes are I-bought ones, ---the clothes were bought by me.' *Chèk oón haî k'uĭ tá-laân kè* 'The bowl is he-broke one, --- the bowl was broken by him.'

Chinese verbs have no tense. Thus, the same form *haî* is used both in *Ngŏh haî Meĭ-kwòk yān* 'I am an American,' and in *Húng Tsź haî Lŏ-Kwòk yān* 'Confucius was a man from the State of Lu.' In *Kam-yât kwòh nîn* 'Today (we) celebrate the New Year,' the same verb will also do for *k'ăm-yât* 'yesterday' or *t'ing-yât* 'tomorrow.' When it is desired to state explicitly that a thing has already happened or did happen on a previous occasion, the verb takes the suffix *chóh* or *kwòh*. That these are not Chinese tense forms can be seen from the fact that they are not constant features of verbs determined automatically by the time of the event, but may

or may not be used according to whether the speaker wishes to bring out explicitly the time element.

When the object expresses a specified quantity or number (including 'one') and the verb refers to a past action, the verb takes the suffix chóh fàn-chóh yat kaaù 'slept a nap,' t'aî-kìn-chóh shâp-kòh yān 'saw ten people.' Past time is often implied by the use of kè in the predicate. Thus, K'uĭ kam-yât laî may mean 'He will come today,' or 'He came today,' but K'uĭ kam-yât laî kè or K'uĭ haî kam-yât laî kè 'He is today-comer, --- he came today,' where the use of kè implies that the coming has already been classified and is therefore presumably a past event.

Progressive action or event is expressed by the adverbs haî shuè or haî tô 'right there,' chìng or chìng-wâ 'just,' or the suffix --kán '-ing,' or any combination of them, as K'uĭ chìng (or chìng-wâ) haî tô (or haî-shuè) t'aî-kán pò-chî 'He right there just reading newspaper, --- he is reading a newspaper.'

Chinese is like English in having no future form of the verb. The idea of future events is expressed by auxiliary verbs like iù 'will,' ooĭ 'will likely,' or by adverbs like tsaû 'then, soon,' tsaû-laî 'right away.'

Subordinate clauses are mostly translatable by the use of kè, which indicates that the preceding words qualify those following: Laî shîk faân kè yān 'come eat meal sort of man, --- the man who comes to dinner.' When a relative pronoun is the

object of a verb, it can be translated by shôh, as Ni kòh haî yān-yān shôh chi-tò kè tô-leĭ 'This is a principle which everybody knows.'

'When' can be translated as kè shî-haû, as k'uĭ fàn-cheùk kè shî-haû chûng kóng shuèt-wâ 'He fall asleep's time still talks, --- he still talks when he is asleep.' In referring to an actual instance, Kóh-chân-shî (often abbreviated to Kóh-ân-shî) is often preferred to kè shî-haû as K'uĭ tò têng* kóh-ân-shî chèk shuēn hoî-chóh lòh 'When he arrived, the ship had sailed.' The difference between kè shî-haû and kóh-ân-shî is like that between wenn and als in German, but the distinction is not so strict. 'Where' is expressed by kè teî-fong 'place of,' or kóh shuè or kóh tô 'that place,' as Ngŏh-teî haî tsô kung kè teî-fong shîk faân 'We eat where we work.' Ngŏh-teî sheūng t'ōng kóh shuè hó tùng 'It's very cold where we have our classes.'

A conditional or concessive clause precedes the main clause to which it is subordinated, as Ue-kwóh lŏk uē, ngŏh tsaû m-huì 'If it rains, I (then) won't go.' While 'then' is usally omitted in English, it is the 'if' -word that is usually omitted in Chinese, thus, Lŏk uē ngŏh tsaû m-huì 'It rains I then don't go, ---if it rains, I won't go.' A conditional or concessive clause never follows the main clause except as an afterthought after a dash. A premeditated dependent clause placed after the main clause (found in some contemporary writing) is definitely a

Europeanism and is appreciated as such.

'Because' or 'since' is mostly translated by yan-waî, and 'so' or 'therefore' by Shôh-ĭ or koo-ts'ź, as K'uĭ yan-waî sheung-chôh fung, shôh-ĭ mŏ laî 'He because had a cold, so did not come, --- as he had a cold, he didn't come.' A clause with yan-waî can be placed last if kè uēn-koò 'the reason of' is added at the end. Yaŭ ti Meĭ-kwòk yān m̄-ooĭ kóng chung-kwòk-wâ*, (haî) yan-waî k'uĭ-teî ts'ŭng-loî meî hó-hó-teî* hôk kè uēn-koò 'Some Americans cannot speak Chinese, (that's) because they have never studied it properly.'



THE CHARACTERS

PICTOGRAPHS AND IDEOGRAPHS

Ancient Chinese writing is usually described as being pictorial or ideographic. Thus, a circle with a dot inside it is the character for 'sun' and three horizontal strokes represent the number 'three.' In Chinese tradition, six categories of characters called lûk shue[2] (六書) are recognized. (1) Tseûng-yīng (象形) (pictographs' are the easiest to understand. (2) chí-sẑ (指事) 'simple ideographs' are characters consisting of simple diagrammatic indications of ideas, as ⊥ for 'up' and T for 'down' or 一, 二, 三 for the numbers 'one, two, three.' (3) Ooî-î (會意) 'compound ideographs' are characters whose meaning is the combination of the meanings of their parts. Stock examples of these are 止 'stop'+ 戈 'arms' = 武 'military'; 亻'man' + 言 'word' = 信 'honest'; 日 'sun' + 月 'moon' = 明 'bright.' Characters under the preceding three categories form only a small minority of all characters. They are comparatively independent of the words in the language they represent. For example, three strokes would form as good a sign for the English word 'three' as for the Chinese word saam. Conceivably the Chinese system of writing could have developed along its own line into a complete system of symbols, independently of the Chinese language. Actually, however, from very ancient times, the written characters have become so intimately associated with the words

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[1] Y. R. Chao, Cantonese Primer, The Harvard University Press, 1947, p 46-57.

[2] First used systematically by Hsü Shên (d. circa 120 A. D.) in his 9353-word dictionary Shuo-wên.

of the language that they have lost their functions as pictographs or ideographs in their own right and become conventionalized visual representations of spoken words, or 'logographs.' They are no longer direct symbols of ideas, but only symbols of ideas in so far as the spoken words they represent are symbols of ideas.[3] One should not, therefore, be misled by the popular conception that an analysis of the formation of characters will lead to a correct understanding of the Chinese words written with them. To be sure, characters often contain stories and histories which are helpful to the memory, but the actual meaning of each word has to be learned as such. Thus, the mŏ 'military' is written with the character 武, made up of 止 'stop' and 戈 'weapons, arms,' i.e '(the power to) stop armed force.' Likewise, the word sùn, written 信, in the literary idiom means 'honest.' The traditional analysis of the character is 'a man's word,' but it requires a further act of memory to know that it is the proverbial "Chinaman's word" that is meant.

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[3] This point was brought out clearly by Peter S. Du Ponceau in his book A Dissertation on the Nature and Character of the Chinese System of Writing, Philadelphia, 1838, esp. pp. xi and xxii. William F. Edgerton, in his note on Ideograms in English Writing, Language, 17.2 148-50 (1941), cited some interesting cases, such as the symbol 2 standing for an idea represented by various words or parts of words like two, sec- (in 2nd), etc. Though similar cases exist in Chinese writing, they are not much more frequent than in English. For practically all Chinese characters have long since become logographs. Thus, both 二 and 兩 seem to represent the idea of 'two,' but one represents the word i (or, strictly, the class of words in all dialects cognate with Cantonese i) and the other the word leŭng (and its cognates). These words and the characters representing them are not interchangeable, and their occurrence is governed by purely grammatical, and not by mathematical, conditions.

THE CHARACTERS

LOAN CHARACTERS, PHONETIC COMPOUNDS, AND DERIVATIVES

The vast majority of characters belong to three other categories, which have to do with phases of the development of characters functioning as logographs. In devising characters for words, obviously the meaning of many words could not be pictured. A common practice was to borrow a character whose word had the same sound as the word for which a character was sought. Thus, in Archaic Chinese, there was a word *lәg* for a kind of wheat, which was written with a picture of the plant. Now there was a homonymous word *lәg* 'come.' Rather than invent another character for this word with a meaning that was hard to picture or indicate diagrammatically, the ancient writers simply borrowed the character for the plant and wrote the word for 'come' with it. Characters of this type are known as (4) <u>kå</u>-<u>tsè</u> (假借) 'loan characters' or 'borrowed characters.'

In the example cited, the original word happens to have become obsolete long ago. In some cases, both the original word and the word for which the character was borrowed exist side by side, as in 然 'to burn,' the character also used for the word in 'thus, so.' To differentiate the two, an extra part 火 'fire' was added to the character (which, as an ideographic compound, already contains a part meaning 'fire' in the form of four dots at the bottom), thus making an 'enlarged character' 燃 for <u>in</u> 'to burn,' allowing the original character to be used only for the word <u>in</u> 'thus, so.' Characters so enlarged belong to a

group called (5) <u>yîng-shing</u> (形聲) or <u>haaî-shing</u> (諧聲) 'phonetic compounds.' The original character 然 <u>în</u> is called the 'phonetic' and the added part is called the 'signific,' which in the majority of cases is also the radical. Similarly, <u>mŏng</u> 'a net,' 罔, is now written 網, enlarged by 糸, a signific associated with threads or strings, while the original character 罔 is borrowed exclusively to write the homonymous word <u>mŏng</u> 'have not.'

Besides the enlargement of a loan character, there is a second source of phonetic compounds. Words in every language acquire extended meanings. Thus, the word <u>mān</u> 'line, streak' is written with the ideograph 文. By extension (not by loan), the same word also has the figurative meanings of 'writing, literature, culture.' To distinguish in writing between the literal and the figurative meanings of the same word <u>mān</u>, a signific 糸 is added to form the character 紋, to be used in the literal meaning, leaving the original character 文 for the figurative meanings only. Sometimes it is the other way around: the derived meaning has the enlarged character. Thus, the word <u>fong</u> means 'square' in the general sense and a square' as a place in a city. To differentiate between the two, the word is written 方 for 'square' in general and 坊, with an additional graph 土 which has to do with places, for 'square, market place.' It is as if one were to write <u>Harvard</u> <u>Squerre</u>, with a suggestion of <u>terre</u> in the second word.

Thirdly, there is the group of pure phonetic compounds in which the signific is added to a phonetic which was never a loan or a semantic extension in the first place, but was expressly used for its sound to combine with the signific, as *t'ōng* 'sugar' written 糖 , consisting of 米 the signific relating to cereal foods and the phonetic 唐 *t'ōng*; or *uê* 'elm,' written 榆 , consisting of 木 the signific for 'tree' and the phonetic 俞 *uê*. Pure phonetic compounds are of relatively recent origin. Many characters of the preceding categories *seem* to be pure phonetic compounds because most people are not aware that the unenlarged character or 'phonetic' was used as a loan character or used in a related meaning in old texts for centuries before the enlarged form came into use.

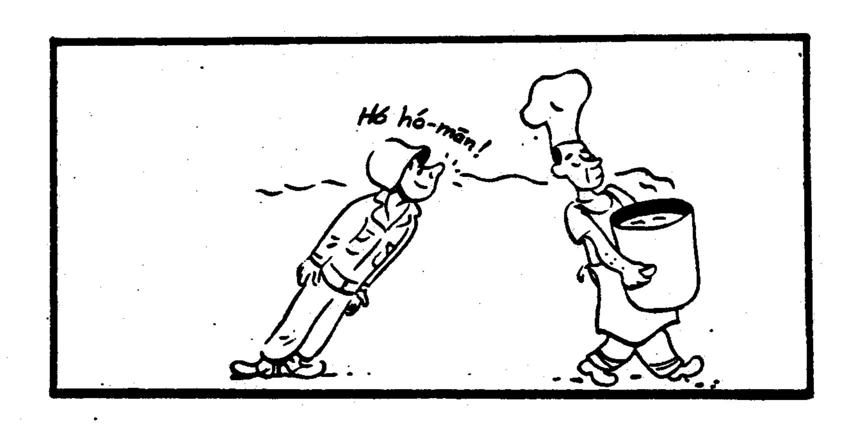
Phonetic compounds form by far the majority of all characters. When they were formed, whether through loan from unrelated homonymous words or by extension of meaning of the same word, the sound of the original character and that of the compounded character were identical or very similar. However, differences in sound between a compound and its phonetic, usually caused by interdialectal borrowing[4] of words, developed and increased, and it is now no longer practical to infer the present sound of a compound character from the present sound of its phonetic or the other way around. But *after* the sounds of

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[4] In the linguistic sense.

both the compound and its phonetic are learned, it will be of help to note the phonetic similarity.

Finally, the traditional classification of characters recognizes a category called (6) Chuén-chuè (轉注) which we can translate as 'derivative characters.' Scholars differ widely as to what this class should include. Some regard it as the derivation of characters by graphic inversion. Others regard it as a change in the word itself when a modification of the sound is associated with a modification of meaning and a modification in the graph, as 亨 hang 'propitious': 享 heúng 'enjoy.' The membership of this class is both small and uncertain.



THE CHARACTERS

RADICALS

For purposes of reference, Chinese characters have been arranged according to their component parts. Various systems have been used through the ages. The system most widely used by the Chinese and by Western scholars of Chinese is that of the 214 radicals.[5] In most cases, a radical is the signific or the character minus its phonetic, since the majority of characters are phonetic compounds. Thus, in the character 坊, 土 is the radical and 方 is the phonetic. In the relatively small number of cases where the character is not phonetically formed, the analysis of the radical and the residual part is a matter of arbitrary convention, which is often at variance with the actual history of the character. Because of this, we should never make any scientific conclusion on the basis of the present scheme of radicals.

The chief use of the radicals is for looking up unknown characters in a dictionary. Many foreign students of Chinese learn the numbers of the 214 radicals by heart. They can tell you that 75 is 木 , 149 is 言 , 187 is 馬 , etc., a feat which never fails to impress the Chinese. No Chinese can even tell what the number of the radical 人 is, just as few English-speaking people can say offhand what the 17th letter of the alphabet

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[5] Variously called 'classifiers, significs, determinatives, and keys.' We are simply following the usage of the majority. There is no danger in the use of the term 'radical,' of any etymological connotation, since we are not using the term in any linguistic sense. In the present form, the list of 214 radicals was first used by Mei Ting-tso in his dictionary <u>Tzŭ-hui</u> (字彙), 1615 A.D.

is, though they have not the slightest trouble in locating words in a dictionary. It is, however, helpful to memorize the numbers of the most important radicals, since one fourth of these will cover three fourths of all characters.

Referring to the table of radicals, we see that the order of the radicals is arranged by the number of strokes, beginning with 1 stroke for No. 1 — and ending with 17 strokes for No. 214 龠 Within each group having the same number of strokes, the order is purely conventional. Note that many of the radicals have one or more variant forms. With certain radicals, such as 9 or 85, the variants are more frequent than the main form. Radicals 140 and 162 always occur in their variant forms. The main forms are kept, however, in their conventional positions in the list, since the variant forms do not have the same number of strokes as the main forms.

In a dictionary arranged by radicals, the characters under each radical are arranged in the order of the number of strokes. For example, under radical 75 木 mûk 'tree, wood,' there is first the radical itself as character, then come characters with one residual stroke, as 未 meî 'have not (yet),' 本 poón 'root,' next, characters with two residual strokes, as 朱 Chue, a surname, down to characters with as many as twenty-four residual strokes as 櫺 lìng 'sill.' For different characters under the same radical with the same number of residual strokes, dictionaries

differ in their order of arrangement.

The problem of finding a character is thus resolved to (1) classifying it under the right radical, and (2) counting the number of the residual strokes. For finding the radical, the following hints may be helpful:

Learn by heart the twenty most frequent radicals, namely, 9, 30, 32, 38, 61, 64, 72, 75, 85, 86, 104, 118, 120, 130, 140, 142, 149, 157, 162, 167. More than 50% of all characters belong to one of these.

Find out whether the character in question is a radical, for certain apparently compounded characters are themselves radicals. Thus, 殳比父爻穴老而耒至舌舛色行見谷豆赤走辛面音頁風飛香高髟鹿麻黃黍黑鼓 are radicals.

Try to divide the character into parts. A majority of characters can be broken down into a left-hand side and right-hand side, in which case the left-hand side is most likely to be the radical, as in 住好徐輪點. Important exceptions are radicals 18 variant, 59, 62, 66 variant, 69, 76, 163 variant, 172, 181, 196, which, when occurring laterally, occupy the right-hand side, as 收到部雞鴨. Other characters can be divided into an upper and a lower part. While there is a greater variety of radicals which can occupy the lower half of the character, as in 光無當盆貫, the radicals [illegible], which occur at the top, have a greater number of characters under

them. Finally, certain radicals enclose, or partially enclose, or are otherwise combined with, the residual strokes, as 困開展進裘年奈 , whose radicals are respectively 口門尸辶衣干大.

While these rules will cover most of the cases, many irregular cases will have to be learned individually. 相 , for example, is under 目 and not 木 , 穀 under 禾 and not 殳, 歸 under 止 , etc. Most dictionaries have a list of difficult characters arranged under the total number of strokes. Some dictionaries, especially those prepared by foreigners, give characters under several apparently possible radicals with cross references to the right radical, e.g. 相 under 木 , with the notation "see under Radical 109 目 ." Table 1 gives examples of positions which radicals may occupy.

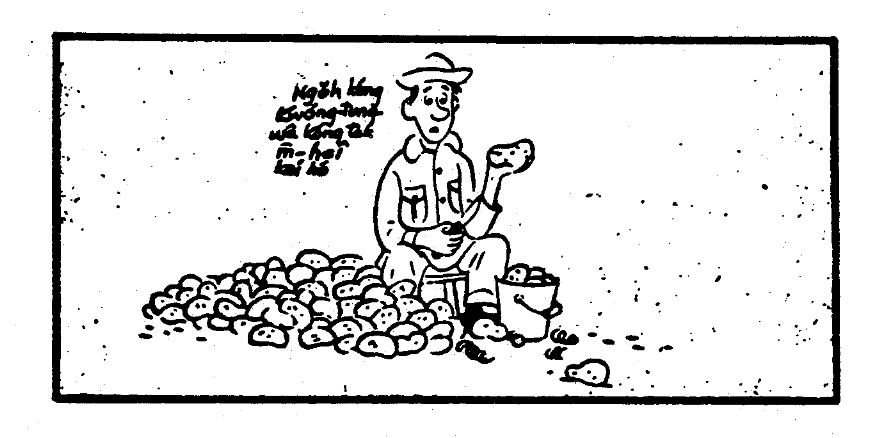


TABLE 1. EXAMPLES OF POSITIONS OF RADICALS

No.	Rad.	L.	R.	Up	Down	Others
1	一			不	並	世
4	丿			乖		之
7	二	况		云	些	五
8	亠			亦		
9	人	你	以	企		來
15	冫	凍				
18	刀		到		分	
19	力	加	助		勞	勝
30	口	叫	和	吊	古	同
31	囗					因
32	土	地		堯	坐	報
37	大			奇	天	夾
38	女	好			委	
39	子	孫			學	
40	宀			定		
44	尸			屋		
46	山	岐		岸	岳	
50	巾	帖	帥		布	
53	广			度		
57	弓	強			彎	弟
60	彳	得				
61	心	忙			忘恭	必
64	手	打			掌	才
66	攴		收			整
72	日	時	旭	是	春	晝
75	木	板		李	柴	東
85	水	法			泉泰	永
86	火	燈		營	然	灰
94	犬	狗	獸			
96	玉	理		琴	璧	
102	田	略		男	当	畫
104	疒			病		
108	皿				盍	
109	目	眼	相	冡	省	眞
112	石	硬			磨	
113	示	福			禁	
115	禾	種	穌	禿	稟	穀
116	穴			空		
118	竹			等		
119	米	粉			粟	粥
120	糸	紅			緊	縣
130	肉	肚	胡		肯	腐
134	臼			舅	舊	與
140	艸			花		芻
142	虫	蝦	融	蝨	蠶	蜀
144	行					街
145	衣	衫		裔	裝	裏
149	言	記			警	
154	貝	賊			貴	賴
157	足	路			躉	
159	車	輕		轟	軍	輿
162	辵	送				
163	邑		都		邕	
164	酉	醋	酒		醫	釁
167	金	鋪			鑒	銜
169	門					開
170	阜	陳				
172	隹		雖	隻	雀	雁
173	雨			雲		
181	頁		頭			題
184	食	飯			餐	
187	馬	騎	馮		驚	騰
195	魚	鮮		魯	鯊	
196	鳥	鴕	鴨		鷹	鴈

THE CHARACTERS

ORDER AND NUMBER OF STROKES

In teaching children to write, Chinese teachers lay great stress on the order of strokes in which a character is written. There are both esthetic and practical reasons for this. When made with the brush-pen, characters will not have the right shape unless the order of the strokes is right. Moreover, since most everyday writing is in a running hand in which separate strokes become connected, a wrong order may result in unrecognizable forms. For example, in writing the character 土 , the order is: upper horizontal stroke, vertical stroke, lower horizontal stroke. In rapid writing, the right end of the upper horizontal is joined to the top of the vertical by a short line. The resulting form 土 , however, is so familiar to the Chinese reader that he hardly notices any difference between this and the printed form 土 . But if the order is wrong and the two horizontal strokes are made in succession, so as to make a form like 土 , then the result will be quite illegible.

The general principle of making the strokes is from left to right and from top to bottom. In strokes which thin down to a sharp point, the direction is from the thick to the thin end, which in some cases involves making strokes from below upwards or from right to left, as / in 氵 and ˉ in 千 .

When a horizontal stroke and another stroke intersect, the former is usually made first. In a character containing a vertical stroke with two symmetrical parts on both sides, as in 木 ,

the vertical stroke is made first, followed by the left-hand side, then the right-hand side. In complete enclosures, the left-hand wall is made, then the top and the right-hand side are made in one stroke, the content filled in, and the bottom stroke finally added.

In counting strokes, a horizontal line and a vertical line joining it from the right end down are counted as one stroke. Similarly an L-shaped combination of lines is usually counted as one stroke. These operations are sometimes combined, as in the last stroke of [illegible] .

A time-saving device is to memorize the number of strokes in frequently recurring parts of characters, e.g. 舟 6 strokes, 攵 4 strokes, so that one can analyze [illegible] quickly as 6 + 4 = 10 strokes, without counting every single stroke.

There are many special cases involving the order and number of strokes.



THE CHARACTERS

STYLES OF SCRIPT

The earliest known Chinese writing consisted of inscriptions on ox bones and tortoise shells, recording oracles of divination under the rulers of the Shang dynasty (ca. 1766-ca. 1122 B.C.). Next in antiquity we find existing inscriptions, mostly on bronzes, of the Chou dynasty (1122-246 B.C.). Characters written for the same word differed widely from age to age until finally, under the Ch'in dynasty (246-206 B.C.), a system of characters known as 'seal characters' (or 'small seal,' as contrasted with the 'great seal' of Chou), was established. From the time of this system to the present day, there has been much less change in the main structure of the majority of characters, though the type and finish of the strokes have changed considerably as a result of the change from stylus to the brush as a writing instrument.

Current styles of writing consist of suên-tsẑ (篆字) 'seal characters,' now used only in actual seals, taî-shue (隸書) 'scribe's writing,' now occasionally used for ornamental purposes, K'aaí-shue or Kaai-shue (楷書)'model or regular writing,'hak-paán-tsẑ (刻版字) 'printed characters,'[6] which are the same as the regular characters except for certain details to be noted below, hāng shue or haāng shue (行書) 'running hand' (literally 'walking style of writing') a more flowing and slightly abbreviated form of ordinary characters, and ts'ó-shue (草書) or ts'ó-tsẑ (草字) 'cursive characters' (literally 'grass characters') consisting

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[6] This category has no place in the traditional way of reckoning the styles of characters.

of extremely abbreviated forms of characters for quick scribbling and for ornamental use. The accompanying cut in Table 2 gives some examples of the various types of characters.

TABLE 2. STYLES OF CHARACTERS

A	B	C	D	E	F	
來	爲	行	其	降	無	Shang dyn. inscript.
來	爲	行	其	降	無	Chou dyn. inscript.
來	爲	行	其	降	無	seal
來	爲	行	其	降	無	scribe
來	為	行	其	降	無	regular
来	爲	行	其	降	無	printed
来	为	行	其	降	無	running
来	为	行	其	降	無	cursive

A is the word loi 'come' (<Archaic *ləg*), borrowed from a homonym meaning a kind of wheat. B is the word wai 'to do, to be,' originally a picture of a hand leading an elephant. C is the word haăng 'walk,' originally a picture of crossroads, later interpreted (wrongly) as a picture of steps. D is the word K'ei 'his,' originally a picture of a dustpan. The present character for dustpan 箕 , pronounced kei, is an enlarged form. E 'descend' started with a picture of feet going down a flight of stairs. F started with a character meaning 'dancing' which was at an early age borrowed for a homonym meaning 'have not.' The seal form is enlarged by a signific, which was dropped later. The modern character for 'dance' is in an enlarged form 舞 , in which the phonetic 無 occurs in the abbreviated form [illegible] .

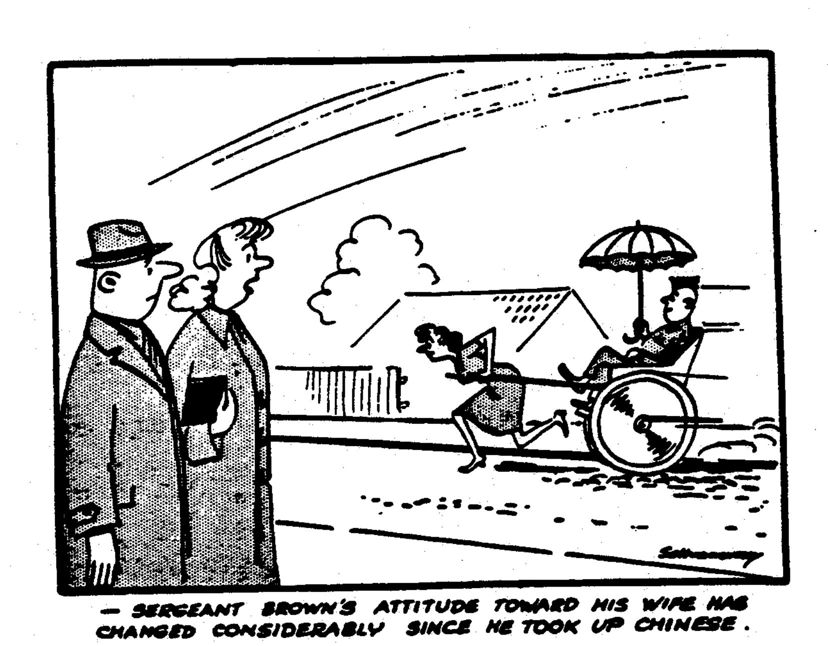
THE CHARACTERS

For the purposes of this course, the student would do well to concentrate on the regular style. This agrees in the main with the printed style except that the latter has small flourishes and exaggerated shadings like the serifs and shadings in the printed types of the Latin alphabet. In a relatively small number of cases, differences of structure exist. It is essential to know both the printed and the written styles, since radical indexes are based on the printed style and yet nobody writes in the printed style if the written style is different. For example, the character 爲 has the radical 爪 (in variant form) on the top, but in written form, as shown in the fifth character under B, Table 2, the radical cannot even be seen. Where the number of residual strokes differs in the two styles, the printed style is followed in counting. Thus, in 都 the number of residual strokes in 者 is 9(counting the central dot) though the dot is rarely made when the character is written.

Table 3 gives some common differences between the printed and written styles of characters and parts of characters. These differences are looked upon as geometrical and non-significant and the characters are treated, not as variant characters for identical words, but as "identical" characters.

Table 3. Common Differences Between Printed and Written Forms

Printed	Written	Printed	Written	Printed	Written
乀	㇏	文	文	衫	衫
人	人	爲	為	言	言
入	入	直	直	變	變
八	八 八	眞	真	返	返
兌	兑	祖	祖	雲	雲
叉	叉	紅	紅	青	青
忙	忙	者	者	飯	飯 飯
戶	户	花	花 花		



— Sergeant Brown's attitude toward his wife has changed considerably since he took up Chinese.

VARIANT FORMS OF CHARACTERS

Aside from the differences between the printed and written forms, many characters have important variations in structure which occur both in the printed and in the written style, as shown in Table 4. A variant form of a character may belong to one of the following categories: (1) restylized seal forms, in which the general pattern of seal characters is kept although the actual strokes are modernized; (2) normal variations, which are equally acceptable with the main form; (3) inscriptional forms, which are considered informal but in good taste; (4) popular characters, usually in the form of abbreviations; (5) popular differentiations not recognized by the old-school scholars; (6) simplified forms originally in good standing, but later regarded as popular abbreviations after their origins have generally been forgotten; (7) restylized cursive forms, that is, characters which follow the pattern of cursive characters but have regularized strokes; (8) dialect characters.

The frequent use of archaic forms is considered a mannerism. Normal variations and inscriptional forms are both respectable usage. The forms from (3) to (7) are shunned by educated people of the older generation, but are accepted more and more by the younger generation.

Dialect forms are rarely used, since dialects are seldom written in any case. They are included here under variants, since many of them can be identified with normal characters, as shown in the examples in the accompanying table.

TABLE 1. EXAMPLES OF VARIANT CHARACTERS

	Normal	Variant	
(1)	旁	[illegible]	(< [illegible])
	草	艸	(< 艸)
(2)	侯	矦	
	筍	笋	
(3)	於	扵	
	處	雾	
(4)	過	过	
	亂	乂乚	
(5)	乾	乹 / 乾	
	鋪	鋪 / 铺	
(6)	處	处	
	號	号	
(7)	盡	尽	(< 尽)
	時	时	(< 时)
(8)	咽	[illegible]	
	會	噲	

TABLE 5. LIST OF RADICALS

		1	2	3	4	5	6	7	8	9	
0		一	丨	丶	丿	乙	亅	二	亠	人亻	0
10	儿	入	八	冂	冖	冫	几	凵	刀刂	力	10
20	勹	匕	匚	匸	十	卜	卩㔾	厂	厶	又	20
30	口	囗	土	士	夂	夊	夕	大	女	子	30
40	宀	寸	小	尢	尸	屮	山	巛川	工	己	40
50	巾	干	幺	广	廴	廾	弋	弓	彐彑	彡	50
60	彳	心忄⺗	戈	戶	手扌	支	攴攵	文	斗	斤	60
70	方	无旡	日	曰	月	木	欠	止	歹	殳	70
80	毋	比	毛	氏	气	水氵氺	火灬	爪爫	父	爻	80
90	爿	片	牙	牛牜	犬犭	玄	玉王	瓜	瓦	甘	90
100	生	用	田	疋	疒	癶	白	皮	皿	目罒	100
110	矛	矢	石	示礻	禸	禾	穴	立	竹⺮	米	110
120	糸糹	缶	网罒	羊	羽	老	而	耒	耳	聿	120
130	肉月	臣	自	至	臼	舌	舛	舟	艮	色	130
140	艸艹	虍	虫	血	行	衣衤	襾覀	見	角	言	140
150	谷	豆	豕	豸	貝	赤	走	足⻊	身	車	150
160	辛	辰	辵辶	邑阝	酉	釆	里	金	長镸	門	160
170	阜阝	隶	隹	雨⻗	青	非	面	革	韋	韭	170
180	音	頁	風	飛	食飠	首	香	馬	骨	高	180
190	髟	鬥	鬯	鬲	鬼	魚	鳥	鹵	鹿	麥	190
200	麻	黃	黍	黑	黹	黽	鼎	鼓	鼠	鼻	200
210	齊	齒	龍	龜	龠						210
		1	2	3	4	5	6	7	8	9	

LESSON 1

TONES

	Even	Rising	Departing	Entering
Upper	55 or 53	35	33	5
Middle				33
Lower	11 or 21	23	22	22

TONE MARKS

	Even	Rising	Departing	Entering
Upper	(Unmarked)	´	`	(Unmarked)
Middle				`
Lower	¯	˘	^	^

LESSON 1

FINALS

a		e		eu	i, z		oh		o		oo	ue
aai	ai		ei				oi			ui	ooi	
aau	au				iu							
aam	am				im			om				
aan	an				in		on			un	oon	uen
aang	ang	eng		eung		ing	ong		ung			
aap	ap				ip			op				
aat	at				it		ot			ut	oot	uet
aak	ak	ek		euk		ik	ok		uk			

LESSON 1

DRILL 1. FUNDAMENTAL TONES

Upper Even	Upper Rising	Upper Departing	Lower Even	Lower Rising	Lower Departing
55	35	33	11	23	22
a	á	à	ā	ă	â
e	é	è	ē	ĕ	ê
eu	eú	eù	eū	eŭ	eû
i	í	ì	ī	ĭ	î
z	ź	z̀	z̄	z̆	ẑ
oh	óh	òh	ōh	ŏh	ôh
o	ó	ò	ō	ŏ	ô
oo	oó	oò	oō	oŏ	oô
ue	ué	uè	uē	uĕ	uê
aai	aaí	aaì	aaī	aaĭ	aaî
ai	aí	aì	aī	aĭ	aî
ei	eí	eì	eī	eĭ	eî
oi	oí	oì	oī	oĭ	oî
ui	uí	uì	uī	uĭ	uî
ooi	ooí	ooì	ooī	ooĭ	ooî
aau	aaú	aaù	aaū	aaŭ	aaû
au	aú	aù	aū	aŭ	aaû
iu	iú	iù	iū	iŭ	iû

---

m	ḿ	m̀	m̄	m̆	m̂
ng	nǵ	ng̀	nḡ	nğ	nĝ

LESSON 1

DRILL 2. NINE TONES

Upper Even	Upper Rising	Upper Departing	Lower Even	Lower Rising	Lower Departing	Upper Entering	Middle Entering	Lower Entering
55	35	33	11	23	22	5	33	22
aam	aám	aàm	aām	aăm	aâm	aap	aàp	aâp
am	ám	àm	ām	ăm	âm	ap	àp	âp
im	ím	ìm	īm	ĭm	îm	ip	ìp	îp
om	óm	òm	ōm	ŏm	ôm	op	òp	ôp
aan	aán	aàn	aān	aăn	aân	aat	aàt	aât
an	án	àn	ān	ăn	ân	at	àt	ât
in	ín	ìn	īn	ĭn	în	it	ìt	ît
on	ón	òn	ōn	ŏn	ôn	ot	òt	ôt
un	ún	ùn	ūn	ŭn	ûn	ut	ùt	ût
oon	oón	oòn	oōn	oŏn	oôn	oot	oòt	oôt
uen	uén	uèn	uēn	uĕn	uên	uet	uèt	uêt
aang	aáng	aàng	aāng	aăng	aâng	aak	aàk	aâk
ang	áng	àng	āng	ăng	âng	ak	àk	âk
eng	éng	èng	ēng	ĕng	êng	ek	èk	êk
eung	eúng	eùng	eūng	eŭng	eûng	euk	eùk	eûk
ing	íng	ìng	īng	ĭng	îng	ik	ìk	îk
ong	óng	òng	ōng	ŏng	ông	ok	òk	ôk
ung	úng	ùng	ūng	ŭng	ûng	uk	ùk	ûk

LESSON 2

INITIALS

	Unaspi-rated Stops	Aspi-rated Stops	Nasals	Frica-tives	Semi-Vowels
Labials	p	p'	m	f	
Dentals	t	t'	n	l	
Palatals	ts / ch	ts' / ch'		s / sh	y
Velar	k	k'	ng	h	
Labialized Valar	kw	kw'			w

DRILL 3. INITIALS AND FINALS IN FUNDAMENTAL TONES

		a	e	eu	i,z	oh	o	oo	ue
p		pa	pe			poh	po		
p'		p'a				p'oh	p'o		
m	m	ma	me		mi	moh	mo		
f		fa				foh		foo	
t		ta	te	teu	ti	toh	to		
t'		t'a		t'eu		t'oh	t'o		
n		na	ne		ni	noh			
l		la	le	leu		loh	lo		
[ts			tse		tsz	tsoh	tso		
ch		cha	che		chi	choh			chue
[ts'			ts'e		ts'z	ts'oh	ts'o		
ch'		ch'a	ch'e		ch'i	ch'oh			ch'ue
[s		sa	se	seu	sz	soh	so		
sh		sha	she		shi	shoh	sho		shue
y		ya	ye						
k		ka	ke			koh	ko	koo	
k'		k'a	k'e					k'oo	
ng	ng	nga	nge			ngoh	ngo		
h		ha	he	heu		hoh	ho		
kw		kwa				kwoh			
kw'		kw'a							
w		wa				woh			

LESSON 2

DRILL 4. INITIALS AND FINALS IN FUNDAMENTAL TONES

	aai	ai	ei	oi	ui	ooi	aau	au	iu
p	paai	pai	pei			pooi	paau	pau	piu
p'	p'aai	p'ai	p'ei			p'ooi	p'aau	p'au	p'iu
m	maai	mai	mei			mooi	maau	mau	miu
f	faai	fai	fei			fooi		fau	
t	taai	tai	tei	toi	tui			tau	tiu
t'	t'aai	t'ai		t'oi	t'ui			t'au	t'iu
n	naai	nai	nei	noi	nui		naau	nau	niu
l	laai	lai	lei	loi	lui			lau	liu
ts		tsai		tsoi	tsiu			tsau	tsiu
ch	chaai	chai			chui		chaau	chau	chiu
ts'		ts'ai		ts'oi	ts'ui			ts'au	ts'iu
ch'	ch'aai				ch'ui		ch'aau	ch'au	ch'iu
s	saai	sai	sei	soi	sui			sau	siu
sh	shaai				shui		shaau	shau	shiu
y	yaai	yai			yui			yau	
k	kaai	kai	kei	koi	kui		kaau	kau	kiu
k'	k'aai	k'ai	k'ei	k'oi	k'ui		k'aau	k'au	k'iu
ng	ngaai	ngai		ngoi			ngaau	ngau	
h	haai	hai	hei	hoi	hui		haau	hau	hiu
kw	kwaai	kwai				kwooi			
kw'	kw'aai	kw'ai				kw'ooi			
w	waai	wai	wei						

LESSON 2

DRILL 5. CERTAIN INTITIALS AND FINALS IN FUNDAMENTAL TONES

	a				oh	
p	pa	pá	pà	pā	pă	pâ
p'	p'a	p'á	p'à	p'ā	p'ă	p'â
	poh	póh	pòh	pōh	pŏh	pôh
	po	p'óh	p'òh	p'ōh	p'ŏh	p'ôh
t	ta	tá	tà	tā	tă	tâ
t'	t'a	t'á	t'à	t'ā	t'ă	t'â
	toh	tóh	tòh	tōh	tŏh	tôh
	t'oh	t'óh	t'òh	t'ōh	t'ŏh	t'ôh
ts	tsa	tsá	tsà	tsā	tsă	tsâ
ch	cha	chá	chà	chā	chă	châ
ts'	ts'a	ts'á	ts'à	ts'ā	ts'ă	ts'â
ch'	ch'a	ch'á	ch'à	ch'ā	ch'ă	ch'â
	tsoh	tsóh	tsòh	tsōh	tsŏh	tsôh
	choh	chóh	chòh	chōh	chŏh	chôh
	ts'oh	ts'óh	ts'òh	ts'ōh	ts'ŏh	ts'ôh
	ch'oh	ch'óh	ch'òh	ch'ōh	ch'ŏh	ch'ôh
k	ka	ká	kà	kā	kă	kâ
k'	k'a	k'á	k'à	k'ā	k'ă	k'â
	koh	kóh	kòh	kōh	kŏh	kôh
	k'oh	k'óh	k'òh	k'ōh	k'ŏh	k'ôh
kw	kwa	kwá	kwà	kwā	kwă	kwâ
kw'	kw'a	kw'á	kw'à	kw'ā	kw'ă	kw'â

DRILL 6. CERTAIN INITIALS AND FINALS IN FUNDAMENTAL TONES

	aai	ai		aau	au	
p	paai	paaí	paaì	paaī	paaǐ	paaî
p'	p'aai	p'aaí	p'aaì	p'aaī	p'aaǐ	p'aaî
	pai	paí	paì	paī	paǐ	paî
	p'ai	p'aí	p'aì	p'aī	p'aǐ	p'aî
	paau	paaú	paaù	paaū	paaǔ	paaû
	p'aau	p'aaú	p'aaù	p'aaū	p'aaǔ	p'aaû
	pau	paú	paù	paū	paǔ	paû
	p'au	p'aú	p'aù	p'aū	p'aǔ	p'aû
t	taai	taaí	taaì	taaī	taaǐ	taaî
t'	t'aai	t'aaí	t'aaì	t'aaī	t'aaǐ	t'aaî
	tai	taí	taì	taī	taǐ	taî
	t'ai	t'aí	t'aì	t'aī	t'aǐ	t'aî
	taau	taaú	taaù	taaū	taaǔ	taaû
	t'aau	t'aaú	t'aaù	t'aaū	t'aaǔ	t'aaû
	tau	taú	taù	taū	taǔ	taû
	t'au	t'aú	t'aù	t'aū	t'aǔ	t'aû
k	kaai	kaaí	kaaì	kaaī	kaaǐ	kaaî
k'	k'aai	k'aaí	k'aaì	k'aaī	k'aaǐ	k'aaî
	kai	kaí	kaì	kaī	kaǐ	kaî
	k'ai	k'aí	k'aì	k'aī	k'aǐ	k'aî
	kaau	kaaú	kaaù	kaaū	kaaǔ	kaaû
	k'aau	k'aaú	k'aaù	k'aaū	k'aaǔ	k'aaû
	kau	kaú	kaù	kaū	kaǔ	kaû
	k'au	k'aú	k'aù	k'aū	k'aǔ	k'aû

DRILL 7. INITIALS AND FINALS IN 9 TONES

	aam aap	am ap	im ip	om op	aan aat	an at	in it	on ot	un ut
p				pom	paan	pan	pin		
p'				p'om	p'aan	p'an	p'in		
m					maan	man	min		
f					faan	fan	fin		
t	taam	tam	tim		taan	tan	tin		tun
t'	t'aam	t'am	t'im		t'aan	t'an	t'in		
n	naam	nam	nim		naan	nan	nin		
l	laam	lam	lim		laan	lan	lin		lun
ts	tsaam	tsam	tsim		tsaan	tsan	tsin		tsun
ch	chaan	cham	chim		chaan	chan	chin		chun
ts'	ts'aam	ts'am	ts'im		ts'aan	ts'an	ts'in		ts'un
ch'	ch'aam	ch'am	ch'im		ch'aan	ch'an	ch'in		ch'un
s	saam	sam	sim		saan	san	sin		sun
sh	shaam	sham	shim		shaan	shan	shin		shun
y	yaam	yam				yan			yun
k	kaam	kam	kim	kom	kaan	kan	kin	kon	
k'		k'am	k'im			k'an	k'in		
ng	ngaam	ngam			ngaan	ngan		ngon	
h	haam	ham	him	hom	haan	han	hin	hon	
kw					kwaan	kwan			
kw'					kw'aan	kw'an			
w					waan	wan	win		

DRILL 8. INITIALS AND FINALS IN 9 TONES

	oon oot	uen uet	aang aak	ang ak	eng ek	eung euk	ing ik	ong ok	ung uk
p	poon		paang	pang	peng		ping	pong	pung
p'	p'oon		p'aang	p'ang	p'eng		p'ing	p'ong	p'ung
m	moon		maang	mang	meng		ming	mong	mung
f	foon						fing	fong	fung
t		tuen		tang	teng	teung	ting	tong	tung
t'		t'uen		t'ang	t'eng		t'ing	t'ong	t'ung
n		nuen		nang		neung	ning	nong	nung
l		luen	laang	lang	leng	leung	ling	long	lung
ts		tsuen		tsang	tseng	tseung	tsing	tsong	tsung
ch		chuen	chaang	chang	cheng	cheung	ching	chong	chung
ts'		ts'uen		ts'ang	ts'eng	ts'eung	ts'ing	ts'ong	ts'ung
ch'		ch'uen	ch'aang	ch'ang	ch'eng	ch'eung	ch'ing	ch'ong	ch'ung
s		suen		sang	seng	seung	sing	song	sung
sh		shuen	shaang	shang	sheng	sheung	shing	shong	shung
y			yaang			yeung	ying		yung
k	koon	kuen	kaang	kang	keng	keung	king	kong	kung
k'	k'oon	k'uen	k'aang	k'ang	k'eng	k'eung	k'ing	k'ong	k'ung
ng			ngaang	ngang				ngong	
h		huen	haang	hang	heng	heung	hing	hong	hung
kw			kwaang	kwang			kwing	kwong	
kw'			kw'aang					kw'ong	
w			waang				wing	wong	

LESSON 3

DRILL 9. CERTAIN INTITIALS AND FINALS IN 9 TONES

		aam		am		aan		an	
t	taam	taám	taàm	taām	taăm	taâm	taap	taàp	taâp
t'	t'aam	t'aám	t'aàm	t'aām	t'aăm	t'aâm	t'aap	t'aàp	t'aâp
	tam	tám	tàm	tām	tăm	tâm	tap	tàp	tâp
	t'am	t'ám	t'àm	t'ām	t'ăm	t'âm	t'ap	t'àp	t'âp
	taan	taán	taàn	taān	taăn	taân	taat	taàt	taât
	t'aan	t'aán	t'aàn	t'aān	t'aăn	t'aân	t'aat	t'aàt	t'aât
	tan	tán	tàn	tān	tăn	tân	tat	tàt	tât
	t'an	t'án	t'àn	t'ān	t'ăn	t'ân	t'at	t'àt	t'ât
ts	tsaam	tsaám	tsaàm	tsaām	tsaăm	tsaâm	tsaap	tsaàp	tsaâp
ts'	ts'aam	ts'aám	ts'aàm	ts'aām	ts'aăm	ts'aâm	ts'aap	ts'aàp	ts'aâp
ch	cham	chám	chàm	chām	chăm	châm	chap	chàp	châp
ch'	ch'am	ch'ám	ch'àm	ch'ām	ch'ăm	ch'âm	ch'ap	ch'àp	ch'âp
	tsaan	tsaán	tsaàn	tsaān	tsaăn	tsaân	tsaat	tsaàt	tsaât
	ts'aan	ts'aán	ts'aàn	ts'aān	ts'aăn	ts'aân	ts'aat	ts'aàt	ts'aât
	tsan	tsán	tsàn	tsān	tsăn	tsân	tsat	tsàt	tsât
	ts'an	ts'án	ts'àn	ts'ān	ts'ăn	ts'ân	ts'at	ts'àt	ts'ât
kw	kwaan	kwaán	kwaàn	kwaān	kwaăn	kwaân	kwaat	kwaàt	kwaât
kw'	kw'aan	kw'aán	kw'aàn	kw'aān	kw'aăn	kw'aân	kw'aat	kw'aàt	kw'aât
	kwan	kwán	kwàn	kwān	kwăn	kwân	kwat	kwàt	kwât
	kw'an	kw'án	kw'àn	kw'ān	kw'ăn	kw'ân	kw'at	kw'àt	kw'ât

LESSON 3

DRILL 10. CERTAIN INITIALS AND FINALS IN 9 TONES

		aang		ang		eng		ing	
p	paang	paáng	paàng	paāng	paăng	paâng	paak	paàk	paâk
p'	p'aang	p'aáng	p'aàng	p'aāng	p'aăng	p'aâng	p'aak	p'aàk	p'aâk
	pang	páng	pàng	pāng	păng	pâng	pak	pàk	pâk
	p'ang	p'áng	p'àng	p'āng	p'ăng	p'âng	p'ak	p'àk	p'âk
	peng	péng	pèng	pēng	pĕng	pêng	pek	pèk	pêk
	p'eng	p'éng	p'èng	p'ēng	p'ĕng	p'êng	p'ek	p'èk	p'êk
	ping	píng	pìng	pīng	pĭng	pîng	pik	pìk	pîk
	p'ing	p'íng	p'ìng	p'īng	p'ĭng	p'îng	p'ik	p'ìk	p'îk
ch	chaang	chaáng	chaàng	chaāng	chaăng	chaâng	chaak	chaàk	chaâk
ch'	ch'aang	ch'aáng	ch'aàng	ch'aāng	ch'aăng	ch'aâng	ch'aak	ch'aàk	ch'aâk
ts	tsang	tsáng	tsàng	tsāng	tsăng	tsâng	tsak	tsàk	tsâk
ts'	ts'ang	ts'áng	ts'àng	ts'āng	ts'ăng	ts'âng	ts'ak	ts'àk	ts'âk
	cheng	chéng	chèng	chēng	chĕng	chêng	chek	chèk	chêk
	ch'eng	ch'éng	ch'èng	ch'ēng	ch'ĕng	ch'êng	ch'ek	ch'èk	ch'êk
	tsing	tsíng	tsìng	tsīng	tsĭng	tsîng	tsik	tsìk	tsîk
	ts'ing	ts'íng	ts'ìng	ts'īng	ts'ĭng	ts'îng	ts'ik	ts'ìk	ts'îk
k	kaang	kaáng	kaàng	kaāng	kaăng	kaâng	kaak	kaàk	kaâk
k'	k'aang	k'aáng	k'aàng	k'aāng	k'aăng	k'aâng	k'aak	k'aàk	k'aâk
	kang	káng	kàng	kāng	kăng	kâng	kak	kàk	kâk
	k'ang	k'áng	k'àng	k'āng	k'ăng	k'âng	k'ak	k'àk	k'âk
	keng	kêng	kèng	kēng	kĕng	kêng	kek	kèk	kêk
	k'eng	k'éng	k'èng	k'ēng	k'ĕng	k'êng	k'ek	k'èk	k'êk
	king	kíng	kìng	kīng	kĭng	kîng	kik	kìk	kîk
	k'ing	k'íng	k'ìng	k'īng	k'ĭng	k'îng	k'ik	k'ìk	k'îk

LESSON 4

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ni ti haî mi-yĕ?

   Kôh ti haî mi-yĕ?

2. Ni yat-ti haî mi-yĕ?

   Kôh yat-ti haî mi-yĕ?

3. Pin ti haî shue?

   Pin ti haî pat?

4. Pin yat-ti haî shue?

   Pin yat-ti haî pat?

5. Ni ti haî shue.

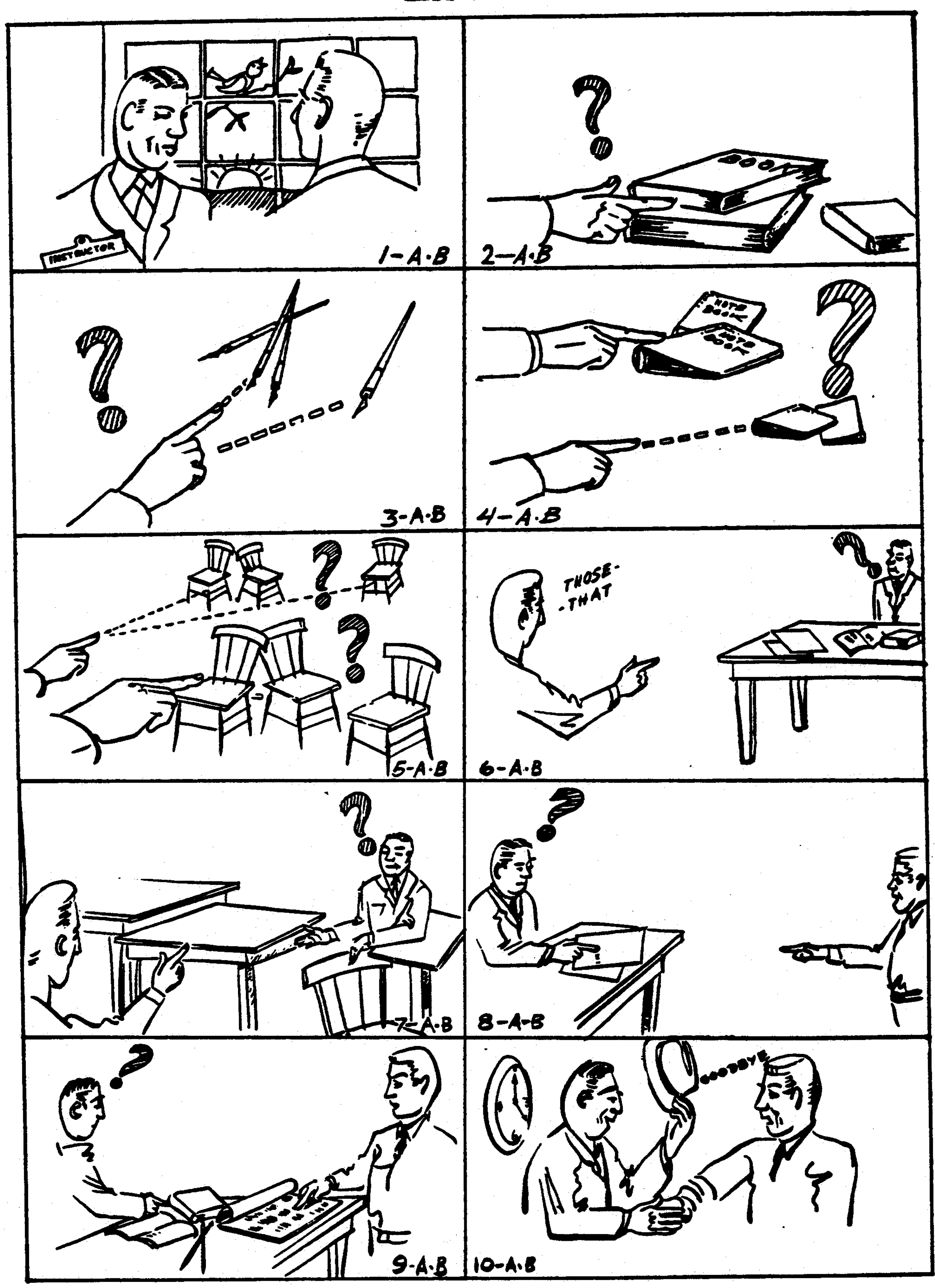
   Ni ti haî pat.

6. Kôh ti haî shue.

   Kôh ti haî pat.

7. Ni yat-ti haî shue

   Kôh yat-ti haî pat.


INSTRUCTOR
1-A·B
BOOK
2-A·B
3-A·B
NOTE BOOK
NOTE BOOK
4-A·B
5-A·B
THOSE-
-THAT
6-A·B
7-A·B
8-A·B
9-A·B
GOODBYE
10-A·B

LESSON 4

ORAL MATERIAL - DIALOGUE

1. A: Tsô-shān, tsô-shān.
   B: Tsô-shān, tsô-shān.
2. A: Ni ti haî mi-yĕ?
   B: Ni ti haî shue.
3. A: Kôh ti haî mi-yĕ?
   B: Kôh ti haî pat.
4. A: Ni ti haî mi-yĕ?
   B: Kôh ti haî pô*.
5. A: Kôh ti haî mi-yĕ?
   B: Ni ti haî î.
6. A: Pin ti haî chî?
   B: Kôh ti haî chî.
7. A: Pin ti haî t'oî*?
   B: Ni ti haî t'oî*.
8. A: Ni yat-ti haî mi-yĕ?
   B: Kôh yat-ti haî chî.
9. A: Pin yat-ti haî wâ*-pò?
   B: Ni yat-ti haî wâ*-pò.
10. A: Tsoî-kîn, tsoî-kîn.
    B: Tsoî-kîn, tsoî-kîn.

LESSON 4

TRANSLATION OF DIALOGUE

1. A: Good morning.

   B: Good morning.

2. A: What are these? (What is this?)

   B: These are books. (This is a book.)

3. A: What are those? (What is that?)

   B: Those are pens. (That is a pen.)

4. A: What are these? (What is this?)

   B: Those are notebooks. (That is a notebook.)

5. A: What are those? (What is that?)

   B: These are chairs. (This is a chair.)

6. A: Which are sheets of paper? (Which is a sheet of paper?)

   B: Those are sheets of paper. (That is a sheet of paper.)

7. A: Which are tables? (Which is a table?)

   B: Those are tables. (That is a table.)

8. A: What are these? (What is this?)

   B: Those are sheets of paper. (That is a sheet of paper.)

9. A: Which are magazines? (Which is a magazine?)

   B: These are magazines. (This is a magazine.)

10. A: Good-bye.

    B: Good-bye.

LESSON 4

ORAL MATERIAL - RECOMBINATION

1. A: Tsô-shān, tsô-shān.

   B: Tsô-shān, tsô-shān.

2. A: Ni ti haî mi-yĕ?

   B: Kôh ti haî shue.

3. A: Kôh ti haî mi-yĕ?

   B: Ni ti haî pat.

4. A: Kôh ti haî mi-yĕ?

   B: Kôh ti haî î.

5. A: Ni ti haî mi-yĕ?

   B: Ni ti haî pô*.

6. A: Pin ti haî î?

   B: Kôh ti haî î.

7. A: Pin ti haî wâ*-pò?

   B: Ni ti haî wâ*-pò.

8. A: Pin yat-ti haî t'oî*?

   B: kôh yat-ti haî t'oî*.

9. A: Pin yat-ti haî chî?

   B: Ni yat-ti haî chî.

10. A: Tsoî-kìn, tsoî-kìn.

    B: Tsoî-kìn, tsoî-kìn.

LESSON 4

WORD LIST

1. tsó-sān, tsó-shān — good morning
2. ni ti — these, this
3. haî — is, are, am, were, was
4. mi-yĕ — what? what kind of? anything
5. kóh ti — those, that
6. pin ti — which? every
7. ni yat-ti — these, these ones
8. kóh yat-ti — those, those ones
9. pin yat-ti — which ones? which?
10. shue — book
11. pat — pen
12. pô* — notebook, exercise book
13. î — chair
14. chî — paper
15. t'oī* — table
16. wâ*-pò — magazine
17. tsoì-kìn, tsoì-kīn — good-bye; see you again

LESSON 5

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ni chi haî m̂-haî pat?

   Ni poón haî m̂-haî shue?

   Ni cheung haî m̂-haî î?

2. Kôh chi haî pat m̂-haî?

   Kôh poón haî shue m̂-haî?

   Kôh cheung haî î m̂-haî?

3. Kôh yat-chi haî m̂-haî pat?

   Kôh yat-poón haî m̂-haî shue?

   Kôh yat-cheung haî m̂-haî î?

4. Ni yat-chi haî pat m̂-haî?

   Ni yat-poón haî shue m̂-haî?

   Ni yat-cheung haî î m̂-haî?

5. Haî, ni chi haî pat.

   Haî, kôh poón haî shue.

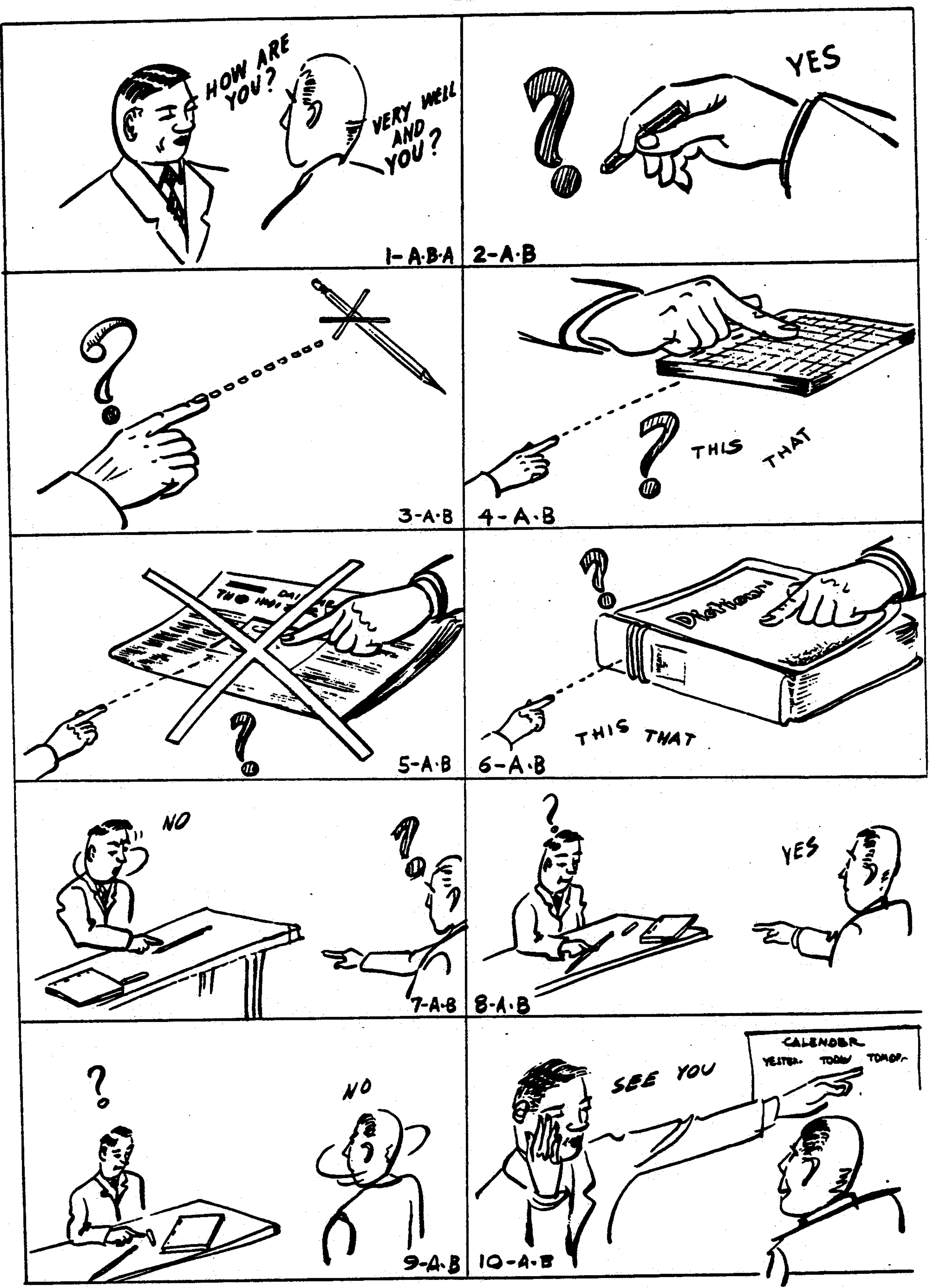
   Haî, ni yat cheung haî î.

6. M̄-haî, ni chi m̂-haî pat.

   M̄-haî, kôh poón m̂-haî shue.

   M̄-haî, ni yat-cheung m̂-haî î.

LESSON 5


HOW ARE YOU?
VERY WELL AND YOU?
1-A·B·A
YES
2-A·B
3-A·B
THIS
THAT
4-A·B
5-A·B
THIS
THAT
6-A·B
NO
7-A·B
YES
8-A·B
NO
9-A·B
SEE YOU
CALENDER
10-A·B

LESSON 5

ORAL MATERIAL - DIALOGUE

1. A: Hó la-mā̆?

   B: Hó hó. Neĭ ne?

   A: Hó hó.

2. A: Ni chi haî m̄-haî fân-pat?

   B: Haî, ni chi haî fân-pat.

3. A: Kôh chi haî m̄-haî uēn-pat?

   B: M̄-haî, kôh chi m̄-haî uēn-pat.

4. A: Ni yat-pô haî m̄-haî ts'ó-kó-pô*?

   B: Haî, kôh yat-pô haî ts'ó-kó-pô*.

5. A: Kôh yat-cheung haî m̄-haî pò-chî?

   B: M̄-haî, ni yat-cheung m̄-haî pò-chî.

6. A: Ni poón haî tsž-tîn m̄-haî?

   B: Haî, kôh poón haî tsž-tîn.

7. A: Kôh chi haî fân-pat m̄-haî?

   B: M̄-haî, ni chi m̄-haî fân-pat.

8. A: Ni yat-chi haî uēn-pat m̄-haî?

   B: Haî, kôh yat-chi haî uēn-pat.

9. A: Kôh yat-poón haî ts'ó-kó-pô* m̄-haî?

   B: M̄-haî, ni yat-poón m̄-haî ts'ó-kó-pô*.

10. A: T'ing-yât kîn.

    B: T'ing-yât tsoì-kîn.

LESSON 5

TRANSLATION OF DIALOGUE

1. A: How are you?

   B: Very well. And you?

   A: Very well.

2. A: Is this a piece of chalk?

   B: Yes, this is a piece of chalk.

3. A: Is that a pencil?

   B: No, that is not a pencil.

4. A: Is this a writing pad?

   B: Yes, that is a writing pad.

5. A: Is that a newspaper?

   B: No, this is not a newspaper.

6. A: Is this a dictionary?

   B: Yes, that is a dictionary.

7. A: Is that a piece of chalk?

   B: No, this is not a piece of chalk.

8. A: Is this a pencil?

   B: Yes, that is a pencil.

9. A: Is that a writing pad?

   B: No, this is not a writing pad.

10. A: See you tomorrow.

    B: See you tomorrow.

LESSON 5

ORAL MATERIAL - RECOMBINATION

1. A: Tsó-shān, tsó-shān.

   B: Tsó-shān, tsó-shān.

   A: Hó la-mă?

   B: Hó hó. Neĭ ne?

   A: Hó hó.

2. A: Ni ti haî mi-yĕ?

   B: Kóh ti haî shue.

3. A: Kóh chi haî mi-yĕ?

   B: Ni chi haî pat.

4. A: Ni yat-pô haî mi-yĕ?

   B: Kóh yat-pô haî pô*.

5. A: Kóh cheung haî m̄-haî chî?

   B: Haî, ni cheung haî chî.

6. A: Ni yat-cheung haî m̄-haî î?

   B: M̄-haî, kóh yat-cheung m̄-haî î.

7. A: Kóh cheung haî m̄-haî t'oî*?

   B: Haî, ni cheung haî t'oî*.

8. A: Ni yat-poón haî wâ*-pò m̄-haî?

   B: M̄-haî, kóh yat-poón m̄-haî wâ*-pò.

9. A: Kóh cheung haî pò-chî m̄-haî?

   B: Haî, ni cheung haî pò-chî.

10. A: Ni yat-chi haî uēn-pat m̄-haî?

    B: M̄-haî, ni yat-chi m̄-haî uēn-pat.

LESSON 5

ORAL MATERIAL - RECOMBINATION

11. A: Pin ti haî fân-pat?

    B: Ni ti haî fân-pat.

12. A: Pin yat-ti haî tsẑ-tìn?

    B: Kóh yat-ti haî tsẑ-tìn.

13. A: Pin poón haî ts'ó-kó-pô*?

    B: Ni poón haî ts'ó-kó-pô*.

14. A: Pin yat-pô haî shue?

    B: Kóh yat-pô haî shue.

15. A: Tsoì-kìn, tsoì-kìn. T'ing-yât kìn.

    B: Tsoì-kìn, tsoì-kìn. T'ing-yât kìn.

LESSON 5

WORD LIST

1.	hó	good, fine, all right, right, very
2.	la-mă	final particle
3.	ne	final particle
4.	m̀	not, cannot, un-, negative prefix
5.	neĭ	you
6.	fán-pat	chalk
7.	uēn-pat	pencil
8.	ts'ó-kó-pô*	writing pad, tablet
9.	pò-chî	newspaper
10.	tsẑ-tîn	dictionary
11.	poón	auxiliary noun (AN), copy
12.	pô	AN, department, copy
13.	cheung	AN, surname
14.	chi	AN
15.	t'ing-yât	tomorrow
16.	kìn	to see
17.	tsoì	again, once more
18.	la	final particle

LESSON 6

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ni kaan hôk-haaû yaŭ mŏ paan-fŏng* à?

   Ni yat-kaan hôk-haaû yaŭ mŏ paan-fŏng* ne?

   Kôh kaan paan-fŏng* yaŭ mŏ sin-shaang à?

   Kôh yat-kaan paan-fŏng* yaŭ mŏ sin-shaang ne?

2. Ni kaan hôk-haaû yaŭ paan-fŏng* mŏ à?

   Ni yat-kaan hôk-haaû yaŭ paan-fŏng* mŏ ne?

   Kôh kaan paan-fŏng* yaŭ sin-shaang mŏ à?

   Kôh yat-kaan paan-fŏng* yaŭ sin-shaang mŏ ne?

3. Ni kaan hôk-haaû yaŭ paan-fŏng* mà?

   Ni yat-kaan hôk-haaû yaŭ paan-fŏng* mà?

   Kôh kaan paan-fŏng* yaŭ sin-shaang mà?

   Kôh yat-kaan paan-fŏng* yaŭ sin-shaang mà?

4. Yaŭ, ni kaan hôk-haaû yaŭ paan-fŏng*.

   Yaŭ, ni yat-kaan hôk-haaû yaŭ paan-fŏng*.

   Yaŭ, kôh kaan paan-fŏng* yaŭ sin-shaang.

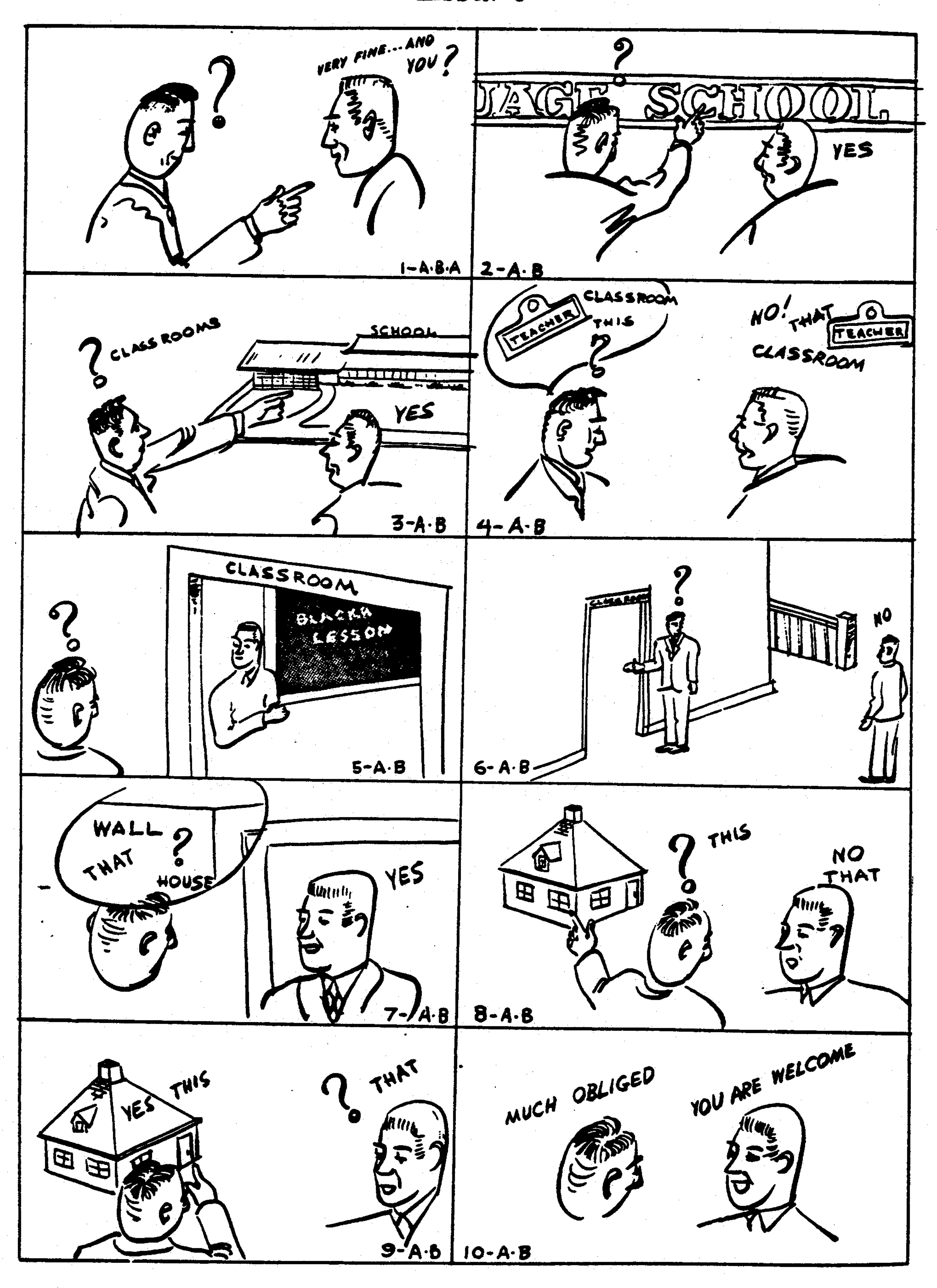
   Yaŭ, kôh yat-kaan paan-fŏng* yaŭ sin-shaang.

5. Mŏ, ni kaan hôk-haaû mŏ paan-fŏng*

   Mŏ, ni yat-kaan hôk-haaû mŏ paan-fŏng*

   Mŏ, kôh kaan paan-fŏng* mŏ sin-shaang.

   Mŏ, kôh yat-kaan paan-fŏng* mŏ sin-shaang.


VERY FINE... AND YOU?
1-A-B-A
SCHOOL
YES
2-A-B
CLASSROOMS
SCHOOL
YES
3-A-B
TEACHER
CLASSROOM
THIS
NO! THAT
TEACHER
CLASSROOM
4-A-B
CLASSROOM
LESSON
5-A-B
NO
6-A-B
WALL
THAT
HOUSE
YES
7-A-B
THIS
NO
THAT
8-A-B
YES THIS
THAT
9-A-B
MUCH OBLIGED
YOU ARE WELCOME
10-A-B

LESSON 6

ORAL MATERIAL - DIALOGUE

1. A: Neĭ hô mà?

   B: Ngŏh hô, neĭ ne?

   A: Ngŏh hô hô.

2. A: Ni yat-kaan haî m̄-haî hôk-haaû?

   B: Haî, ni yat-kaan haî hôk-haaû.

3. A: Kôh yat-kaan hôk-haaû yaŭ mŏ paan-fŏng* à?

   B: Yaŭ, kôh yat-kaan hôk-haaû yaŭ paan-fŏng*.

4. A: Ni yat-kaan paan-fŏng* yaŭ mŏ sin-shaang à?

   B: Mŏ, kôh yat-kaan paan-fŏng* mŏ sin-shaang.

5. A: Kôh yat-kaan paan-fŏng* yaŭ mŏ hak-paân ne?

   B: Yaŭ, ni yat-kaan paan-fŏng* yaŭ hak-paân?

6. A: Ni yat-kaan paan-fŏng* yaŭ hôk-shaang mŏ ne?

   B: Mŏ, kôh yat-kaan paan-fŏng* mŏ hôk-shaang.

7. A: Kôh yat-kaan uk yaŭ ts'eŭng mŏ ne?

   B: Yaŭ, ni yat-kaan uk yaŭ ts'eŭng.

8. A: Ni yat-kaan uk yaŭ ch'eung mà?

   B: Mŏ, kôh yat-kaan uk mŏ ch'eung.

9. A: Kôh yat-kaan uk yaŭ moŏn mà?

   B: Yaŭ, ni yat-kaan uk yaŭ moŏn.

10. A: M̄-koi, m̄-koi.

    B: M̄-shaî m̄-koi.

LESSON 6

TRANSLATION OF DIALOGUE

1. A: How are you?

   B: I am fine. And you?

   A: I am very well.

2. A: Is this a school?

   B: Yes, this is a school.

3. A: Are there classrooms in that school?

   B: Yes, there are classrooms in that school.

4. A: Is there any teacher in this classroom?

   B: No, there isn't any teacher in that classroom.

5. A: Is there any blackboard in that classroom?

   B: Yes, there is a blackboard in this classroom.

6. A: Are there any students in this classroom?

   B: No, there aren't any students in that classroom.

7. A: Is there any wall in that house?

   B: Yes, there is a wall in this house.

8. A: Are there any windows in this house?

   B: No, there aren't any windows in that house.

9. A: Is there any door in that house?

   B: Yes, there is a door in this house.

10. A: Much obliged.

    B: You are welcome.

LESSON 6

ORAL MATERIAL - RECOMBINATION

1. A: Tsó-shān, tsó-shān.

   B: Tsó-shān, tsó-shān.

   A: Neĭ hó mà?

   B: Ngŏh hó. Neĭ ne?

   A: Ngŏh hó hó.

2. A: Ni ti haî mi-yĕ?

   B: Kóh ti haî uēn-pat.

3. A: Kóh cheung haî mi-yĕ?

   B: Ni cheung haî pò-chî.

4. A: Pin poón haî tsž-tîn?

   B: Ni poón haî tsž-tîn.

5. A: Pin yat-ti haî î?

   B: Kóh yat-ti haî î.

6. A: Ni yat-cheung haî m̄-haî chî?

   B: Haî, kóh yat-cheung haî chî.

7. A: Ni kaan haî hôk-haaû m̄-haî?

   B: M̄-haî, ni yat-kaan m̄-haî hôk-haaû.

8. A: Kóh yat-kaan paan-fōng* yaŭ mŏ sin-shaang ne?

   B: Mŏ, kóh kaan paan-fōng* mŏ sin-shaang.

9. A: Ni yat-kaan paan-fōng* yaŭ hôk-shaang mŏ à?

   B: Yaŭ, ni kaan paan-fōng* yaŭ hôk-shaang.

10. A: Kóh ti hak-paán yaŭ mŏ fán-pat ne?

    B: Mŏ, ni ti hak-paán mŏ fán-pat.

LESSON 6

ORAL MATERIAL - RECOMBINATION

11. A: Ni kaan uk yaŭ ts'eūng mà?

    B: Yaŭ, ni kaan uk yaŭ ts'eūng.

12. A: Kôh ti ts'eūng yaŭ ch'eung mà?

    B: Mŏ, ni yat-ti ts'eūng mŏ ch'eung.

13. A: Ni ti haî moōn mà?

    B: M̄-haî, ni ti m̄-haî moōn.

14. A: Ni kaan haî paan-fōng* mà?

    B: Haî, ni yat-kaan haî paan-fōng*.

15. A: M̄-koi, m̄-koi.

    B: M̄-shaî m̄-koi.

    A: Tsoì-kìn, tsoì-kìn.

    B: Tsoì-kìn, tsoì-kìn.

LESSON 6

WORD LIST

1.	mà	interrogative particle
2.	ngŏh	I, me
3.	kaan	AN
4.	hôk-haaû	school
5.	paan-fōng*	classroom
6.	sin-shaang	teacher, Mr., sir
7.	hôk-shaang	student
8.	hak-paán	blackboard
9.	ts'eūng	wall
10.	ch'eung	window
11.	uk	house, home
12.	moōn	door
13.	yaŭ	to have
14.	mŏ	do not have
15.	m̄-koi, m̄-koi	thank you excuse me, pardon me, much obliged
16.	m̄-shaî	do not need, it is unnecessary
17.	à	final particle

LESSON 7

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Neĭ huì m̀-huî kaai à?

   K'uĭ maaĭ m̀-maaĭ shue ne?

   Neĭ-teî sîk m̀-shîk faân à?

2. Neĭ huì kaai m̀-huì à?

   K'uĭ maaĭ shue m̀-maaĭ ne?

   Neĭ-teî shîk faân m̀-shîk à?

3. Neĭ huì kaai mà?

   K'uĭ maaĭ shue mà?

   Neĭ-teî shîk faân mà?

4. Huì, ngŏh huì kaai.

   Maaĭ, k'uĭ maaĭ shue.

   Shîk, ngŏh-teî shîk faân.

5. M̄-huì, ngŏh m̀-huì kaai.

   M̄-maaĭ, k'uĭ m̀-maaĭ shue.

   M̄-shîk, ngŏh-teî m̀-shîk faân.

6. Pin kôh huì kaai à?

   Pin kôh maaĭ shue ne?

   Pin kôh m̀-huì kaai ne?

   Pin kôh m̀-maaĭ shue à?

7. Ngŏh huì kaai

   K'uĭ maaĭ shue.

   Neĭ m̀-huì kaai.

   Ngŏh-teî m̀-maaĭ shue.

LESSON 7

ORAL MATERIAL - STRUCTURAL PATTERNS

8. K'uĭ maaĭ mi-yĕ à?

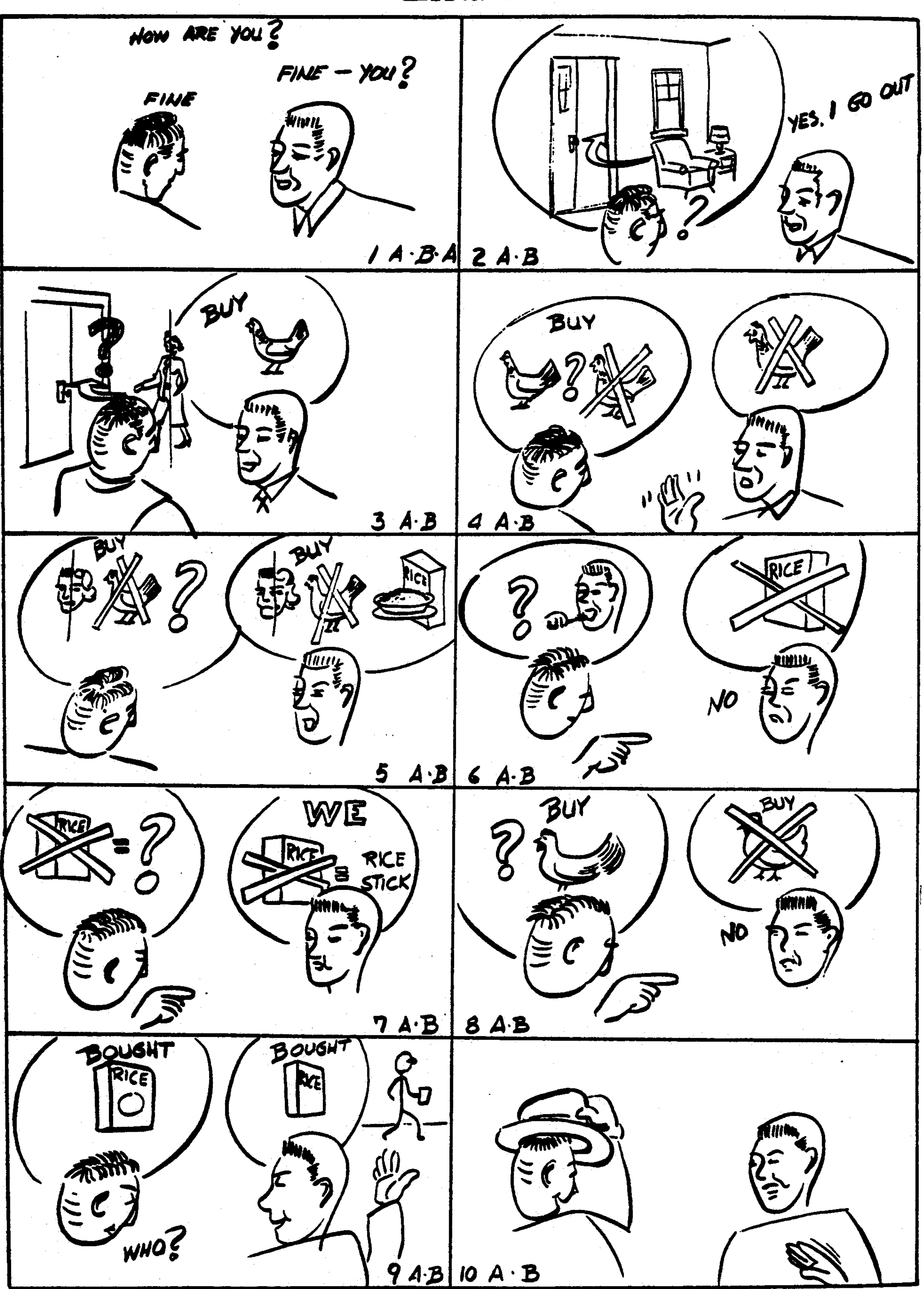
   Ngŏh-teî shîk mi-yĕ ne?

   Neĭ tsô mi-yĕ à?

9. Kuĭ maaĭ shue.

   Ngŏh-teî shîk faân.

   Ngŏh shîk kai.


HOW ARE YOU?
FINE
FINE — YOU?
1 A·B·A
YES, I GO OUT
2 A·B
BUY
3 A·B
BUY
4 A·B
BUY
BUY
RICE
5 A·B
NO
RICE
6 A·B
RICE
WE
RICE
RICE
STICK
7 A·B
BUY
BUY
NO
8 A·B
BOUGHT
RICE
BOUGHT
RICE
WHO?
9 A·B
10 A·B

LESSON 7

ORAL MATERIAL - DIALOGUE

1. A: Keî hó a-mă?

   B: Keî hó a. Neĭ ne?

   A: Keî hó.

2. A: Neĭ huì m̀-huì kaai à?

   B: Huì, ngŏh huì kaai.

3. A: K'uĭ huì kaai, k'uĭ tsô mi-yĕ à?

   B: K'uĭ huì kaai, k'uĭ maaĭ kai.

4. A: Neĭ-teî maaĭ kai m̀-maaĭ ne?

   B: M̄-maaĭ, ngŏh-teî m̀-maaĭ kai.

5. A: K'uĭ m̀-maaĭ kai, k'uĭ maaĭ mi-yĕ ne?

   B: K'uĭ m̀-maaĭ kai, k'uĭ maaĭ maĭ.

6. A: Neĭ shîk faân mà?

   B: M̄-shîk, ngŏh m̀-shîk faân.

7. A: Neĭ-teî m̀-shîk faân, neĭ-teî shîk mi-yĕ ne?

   B: Ngŏh-teî m̀-shîk faân, ngŏh-teî shîk fán.

8. A: Neĭ maaĭ kai mà?

   B: M̄-maaĭ, ngŏh m̀-maaĭ kai.

9. A: Pin kòh maaĭ maĭ à?

   B: K'uĭ maaĭ maĭ.

10. A: Ngŏh tsaú là.

    B: Maân-maân* haāng.

LESSON 7

TRANSLATION OF DIALOGUE

1. A: How are you?
   B: I am fine. And you?
   A: I am fine.
2. A: Are you going out?
   B: Yes, I am.
3. A: Why is he (she) going out?
   B: He is going out to buy chicken.
4. A: Do you (plural) buy chicken?
   B: No, we don't.
5. A: He didn't buy chicken. What did he buy?
   B: He didn't buy chicken. He bought rice.
6. A: Do you eat rice?
   B: No, I don't.
7. A: You don't eat rice. What do you eat?
   B: We don't eat rice. We eat noodles.
8. A: Do you buy chicken?
   B: No, I don't.
9. A: Who bought rice?
   B: He did.
10. A: I am leaving.
    B: Please walk slowly.

LESSON 7

ORAL MATERIAL - RECOMBINATION

1. A: Keĭ hó a-mă?

   B: Keĭ hó a. Neĭ ne?

   A: Keĭ hó.

2. A: Pin kŏh haĭ sin-shaang à?

   B: Neĭ haĭ sin-shaang.

3. A: Pin yat-pô haĭ wâ*-pò ne?

   B: Ni pô haĭ wâ*-pò.

4. A: Ni chi haĭ m̀-haĭ pat?

   B: Haĭ, kŏh chi haĭ pat.

5. A: Ni yat-kaan paan-fŏng* yaŭ t'oĭ* mŏ à?

   B: Mŏ, ni yat-kaan paan-fŏng* mŏ t'oĭ*.

6. A: K'uĭ yaŭ ts'ó-kó-pô* mà?

   B: Yaŭ, k'uĭ yaŭ ts'ó-kó-pô*.

7. A: Neĭ haĭ sin-shaang mà?

   B: M̄-haĭ, ngŏh m̀-haĭ sin-shaang?

8. A: Neĭ m̀-haĭ sin-shaang, neĭ haĭ mi-yĕ à?

   B: Ngŏh m̀-haĭ sin-shaang, ngŏh haĭ hôk-shaang.

9. A: Neĭ-teĭ huĭ m̀-huĭ kaai ne?

   B: Huĭ, ngŏh-teĭ huĭ kaai.

10. A: Neĭ-teĭ huĭ kaai, neĭ-teĭ tsô mi-yĕ à?

    B: Ngŏh-teĭ huĭ kaai, ngŏh-teĭ maaĭ maĭ.

11. A: Ngŏh-teĭ shĭk faân mà?

    B: M̄-shĭk, ngŏh-teĭ m̀-shĭk faân.

LESSON 7

ORAL MATERIAL - RECOMBINATION

12. A: K'uĭ m̂-shîk faân, k'uĭ shîk mi-yĕ ne?

    B: K'uĭ m̂-shîk faân, k'uĭ shîk fân, shîk kai.

13. A: Kôh poôn m̂-haî shue, kôh poôn haî mi-yĕ?

    B: Ni poôn m̂-haî shue, ni poôn haî pô*.

14. A: Ni kaan paan-fŏng* mŏ t'oì*, yaŭ mi-yĕ?

    B: Ni kaan paan-fŏng* mŏ t'oì*, yaŭ ì, yaŭ fân-pat, yaŭ hak-paân.

15. A: Ngŏh-teî tsaú là. Tsoì-kìn.

    B: Maân-maân* haâng. Tsoì-kìn.

LESSON 7

WORD LIST

1.	k'uǐ	he, her, him, it
2.	neǐ-teî	you (plural)
3.	ngŏh-teî	we, us
4.	maaǐ	to buy
5.	kai	chicken
6.	maǐ	uncooked rice
7.	faân	rice
8.	fán	noodles, powder, flour
9.	kaai	street
10.	huì kaai	to go out
11.	shîk	to eat
12.	tsô	to do, work, make
13.	maân maân* haāng	walk slowly
14.	keî hó a-mă?	How are you?
15.	tsaú	to leave, go, run
16.	pin kòh	who?
17.	à	final particle
18.	ch'ut kaai	to go out

NOTE

READING AND WRITING MATERIALS

The Chinese-Cantonese language 47-week Basic Course introduces 1,500 Chinese characters <u>tsẑ</u> 字 (words) for reading; and out these 1,500, 750 were chosen for writing. The 1,500 characters were systematically selected from the frequency lists, and approximately 6,000 terms <u>ts'ẑ</u> 辭 (syntactical words) were carefully chosen from the Cantonese-English dictionaries.

The 1,500 Chinese characters are arranged alphabetically according to the system of romanization in the <u>Dictionary of Common Chinese-Cantonese Characters</u> which serves as cross reference. Flash cards for these 1,500 Chinese characters are also available to reinforce the student's mastery of these characters.

In the Reading Material, each character has the following information:

1. The number of the character in the dictionary in alphabetical order.

2. The characters, its reading(s), and its English equivalents.

3. Use of the character in some most common terms or syntactical words.

4. Various forms and styles of the character:

a. The model or regular writing <u>k'aaî-shue</u> 楷書 in the center.

NOTE

READING AND WRITING MATERIALS

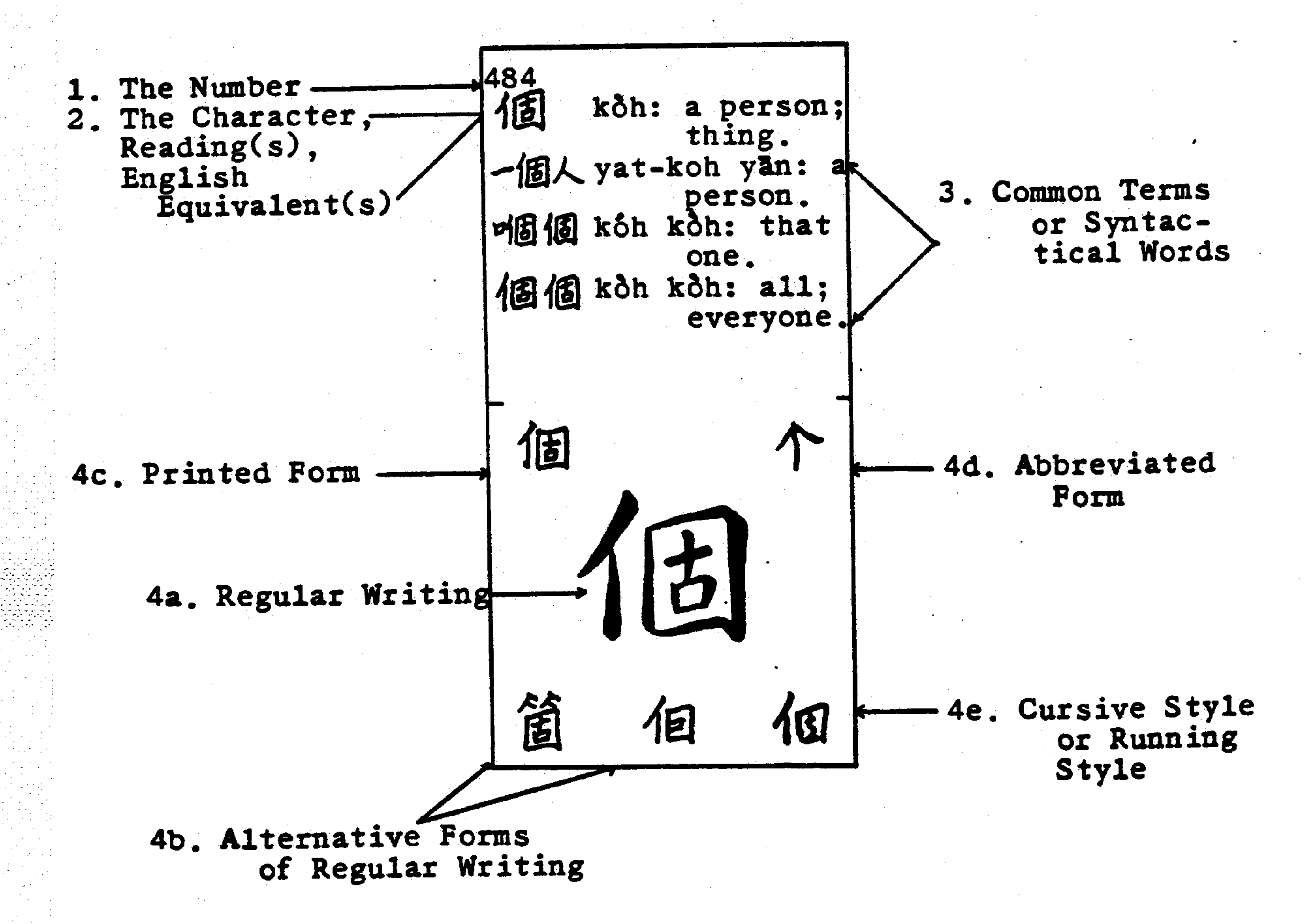
b. The alternative forms of regular writing in the lower center and lower left corner.

c. The printed form hak-paán-tsẑ 刻版字 at the upper left corner.

d. The abbreviated form kaám-pat-tsẑ 減筆字 at the upper right corner.

e. The cursive style ts'ó-shue 草書 or running style hāng-shue 行書 at the lower right corner.

For example:



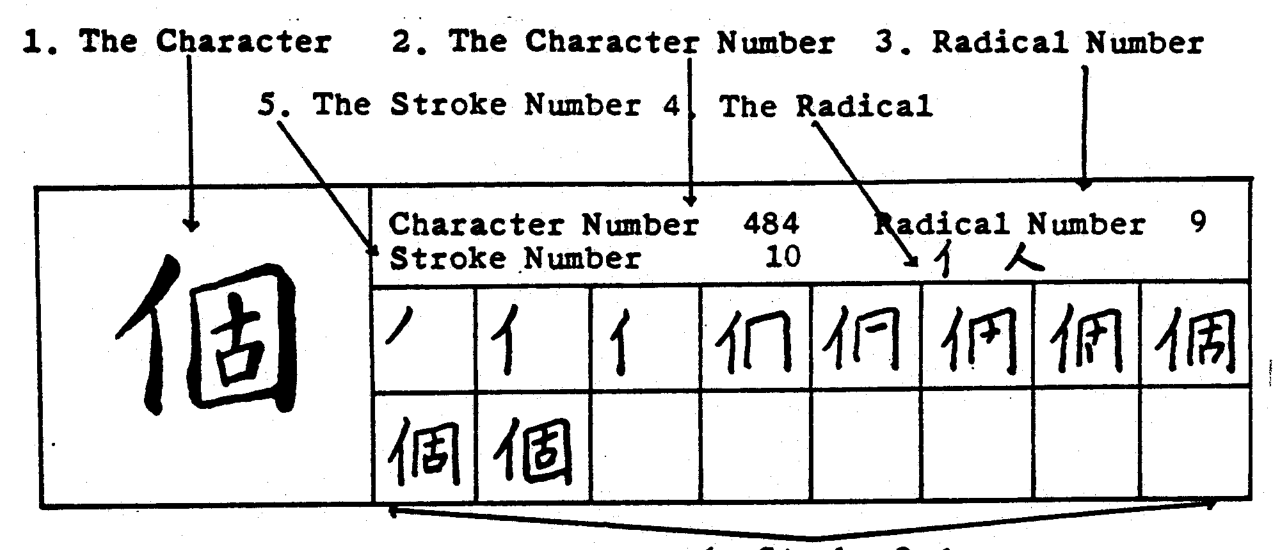
NOTE

READING AND WRITING MATERIALS

In the Writing Material, each character has the following information:

1. The character.
2. The number of the character in the Dictionary in alphabetical order.
3. The number of the radical.
4. The radical and its alternative form, if any.
5. The number of strokes.
6. Order of strokes.

For example:



LESSON 7

READING MATERIAL

248

係 haî: to be; is; are; affirmative

係唔係 haî m-haî: Is it so?

係咩 haî me: Is that so?

1462

有 yaǔ: to have; to possess; there is; affirmation.

有用 yaǔ yûng: useful; serviceable.

有效 yaǔ haaû: effective; valid.

有罪 yaǔ tsuî: guilty.

700

冇 mǒ: none; do not; have not; negative.

冇人 mǒ yǎn: nobody; no person.

你有冇 neǐ yaǔ mǒ shue?: Do you have books?

係 有 冇

735

你 neǐ: second personal pronoun; you.

你自己 neǐ tsî-keî: your self.

757

我 ngǒh: pronoun of first person; we; me; I.

我地 ngǒh-teî: we; us.

我國 ngǒh kwǒk: our country.

你 我

LESSON 7

READING MATERIAL

300

學 hòk: to learn; study; imitate

學校 hòk-haau: school; academy

學生 hòk-shaang: student

學費 hòk-fai: tuition

學問 hòk-man: knowledge

246

校 haau: a school

校 kaau: to compare, military title

學校 hòk-haau: a school

校長 haau-cheúng: school principal

上校 sheúng-kaau: colonel

386

間 kaan: seperate; between; within Cl. for room, house

間 kaan: to partition

中間 chung-kaan: middle; center

忽然間 fat-în-kaan: suddenly

間尺 kaan-ch'ek: a ruler

學 斈 学 學 学

校 校 校

間 間 閒 间

934

生 shaang, shang: to give birth; to beget; to produce; life; living; raw.

生日 shaang-yat: birthday.

一生 yat-shaang: all one's life.

生意 shaang-ì: business; occupation.

534

佢 k'uǐ: third person pronoun; he; she; it.

佢嘅 k'uǐ kè: his; hers; theirs.

佢地 k'uǐ-teî: they.

生 生 生

佢 佢 佢

LESSON 7

READING MATERIAL

Ni 間係學校.

Ni 間學校有 sin-生，有學生.

我係學生，你係學生，我-teî 係學生，佢係 sin-生.

一 kòh 學生有三 chi pat, 四 poón shue.

Ni 間 paan-fōng* yaŭ 五 cheung t'oī*，六 cheung í，七 chi fán-pat，八 kòh 學生，九 chi uēn-pat，十 poón ts'ó-kó-pô*，有 pò-chí.

LESSON 7

WRITING MATERIAL

係	Character Number 248 Radical Number 9 Stroke Number 9 亻, 人
有	Character Number 1462 Radical Number 74 Stroke Number 6 月
冇	Character Number 700 Radical Number 13 Stroke Number 4 冂
你	Character Number 735 Radical Number 9 Stroke Number 7 亻, 人
我	Character Number 757 Radical Number 62 Stroke Number 7 戈

LESSON 8

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Neĭ hôk Kwóng-Tung-Wâ* yik-waâk Meĭ-Kwòk-Wâ* à?

   K'uĭ kaaù Ying-Kwòk-Wâ* yik-waâk Chung-Kwòk-Wâ* ne?

   Ngŏh haî Chung-Kwòh-Yăn yik-waâk Ying-Kwòk-Yăn à?

   Neĭ-teî mìng-paâk Chung-Măn yik-waâk Ying-Măn ne?

   Ngŏh-teî kóng Kwóng-Tung Wâ* yik-waâk Meĭ-Kwòk-Wâ* à?

2. Ngŏh hôk Kwóng-Tung-Wâ*, m̀-hôk Meĭ-Kwòk-Wâ*

   K'uĭ kaaù Chung-Kwòk-Wâ*, m̀-kaaù Ying-Kwòk-Wâ*

   Neĭ haî Ying-Kwòk Yăn, m̀-haî Chung-Kwòk-Yăn.

   Ngŏh-teî mìng-paâk Ying-Măn, m̀-mìng-paâk Chung-Măn.

   Neĭ-teî kóng Meĭ-Kwòk-Wâ*, m̀-kóng Kwóng-Tung-Wâ*.

3. Ngŏh m̀-hôk Kwóng-Tung Wâ*, ngŏh hôk Meĭ-Kwòk Wâ*.

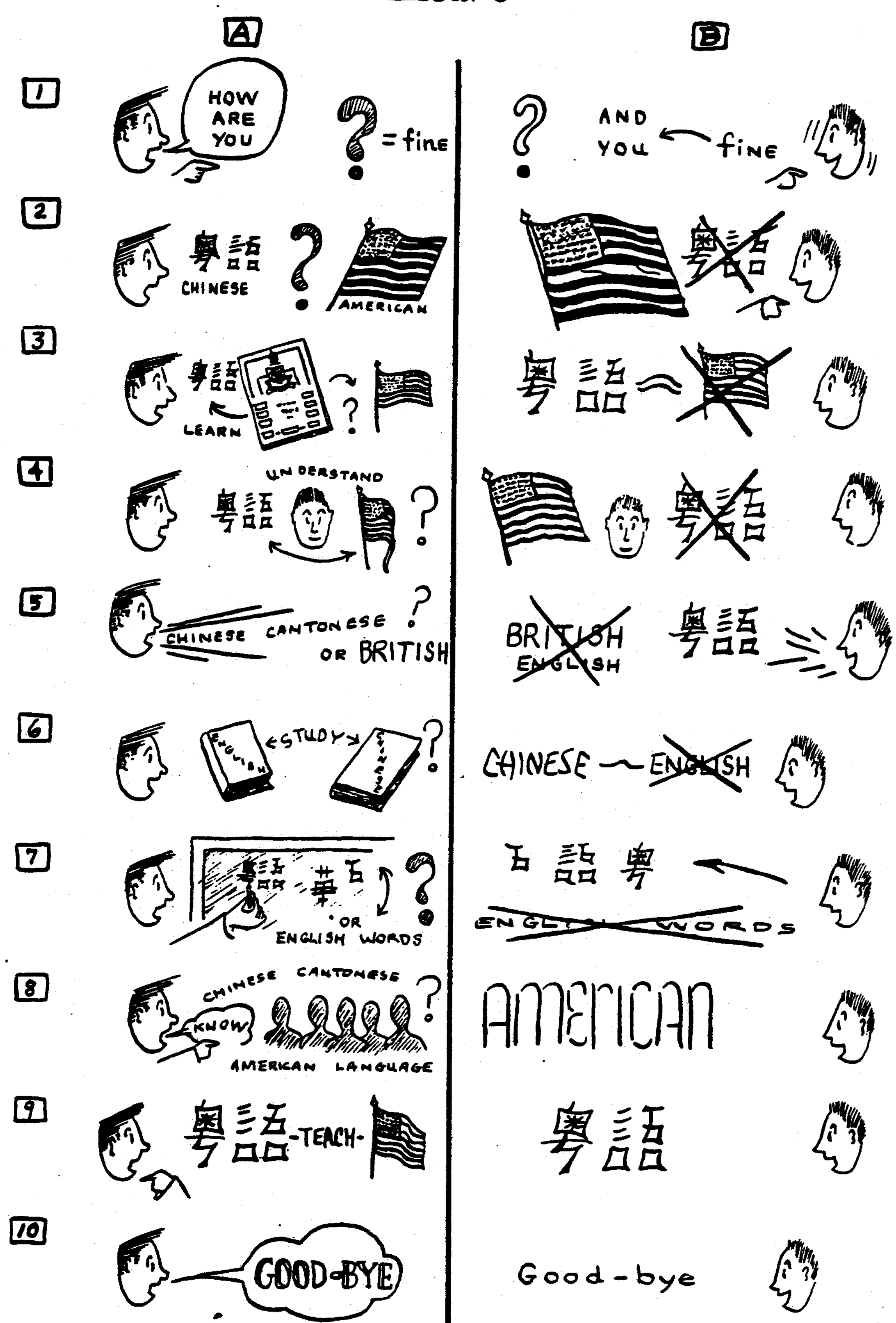
   K'uĭ m̀-kaaù Chung-Kwòk-Wâ*, k'uĭ kaaù Ying-Kwòk Wâ*.

   Neĭ m̀-haî Ying-Kwòk Yăn, neĭ haî Chung-Kwòk-Yăn.

   Ngŏh-teî m̀-mìng-paâk Ying-Măn, ngŏh-teî mìng-paâk Chung-Măn.

   Neĭ-teî m̀-kóng Meĭ-Kwòk Wâ*, neĭ-teî kóng Kwóng-Tung Wâ*.

LESSON 8


A
B
1
HOW ARE YOU
= fine
AND YOU
fine
2
粵語
CHINESE
AMERICAN
粵語
3
粵語
LEARN
粵語
4
UNDERSTAND
粵語
粵語
5
CHINESE CANTONESE
OR BRITISH
BRITISH
ENGLISH
粵語
6
ENGLISH
STUDY
CHINESE
ENGLISH
7
OR
ENGLISH WORDS
語
粵
ENGLISH WORDS
8
CHINESE CANTONESE
KNOW
AMERICAN LANGUAGE
AMERICAN
9
粵語-TEACH-
粵語
10
GOOD-BYE
Good-bye

LESSON 8

ORAL MATERIAL - DIALOGUE

1. A: Tîm à, hó mà?

   B: Hó hó. Neĭ ne?

   A: Hó hó.

2. A: Neĭ haî Chung-Kwòk yān yik-waâk Meĭ-Kwòk yān?

   B: Ngŏh haî Meĭ-Kwòk yān, m̄-haî Chung-Kwòk yān.

3. A: Neĭ-teî hôk Kwóng-Tung wâ* yik-waâk Meĭ-Kwòk wâ*?

   B: Ngŏh-teî hôk Kwóng-Tung wâ*, m̄-hôk Meĭ-Kwòk wâ*.

4. A: K'uĭ mīng-paâk Kwóng-Tung wâ* yik-waâk Meĭ-Kwòk wâ*?

   B: K'uĭ mīng-paâk Meĭ-Kwòk wâ*, m̄-mīng-paâk Kwóng-Tung wâ*

5. A: Ngŏh-teî kóng Kwóng-Tung wâ* yik-waâk Ying-Kwòk wâ*?

   B: Ngŏh-teî kóng Kwóng-Tung wâ*, m̄-kóng Ying-Kwòk wâ*.

6. A: Neĭ-teî tûk Chung-Mān shue yik-waâk Ying-Mān shue?

   B: Ngŏh-teî tûk Chung-Mān shue, m̄-tûk Ying-Mān shue.

7. A: Ngŏh sé Chung-Mān tsẑ yik-waâk Ying-Mān tsẑ?

   B: Neĭ sé Chung-Mān tsẑ, m̄-sé Ying-Mān tsẑ.

8. A: K'uĭ-teî ooĭ Kwóng-Tung wâ* yik-waâk Meĭ-Kwòk wâ*?

   B: K'uĭ-teî ooĭ Meĭ-Kwòk wâ*, m̄-ooĭ Kwóng-Tung wâ*.

9. A: Ngŏh kaaù Kwóng-Tung wâ* yik waâk Meĭ-Kwòk wâ*?

   B: Neĭ kaaù Kwóng-Tung wâ*, m̄-kaaù Meĭ-Kwòk wâ*.

10. A: Ch'ìng-ch'ìng.

    B: Ch'ìng-ch'ìng.

LESSON 8

TRANSLATION OF DIALOGUE

1. A: How are you?
   B: I am fine. And you?
   A: I am fine.
2. A: Are you Chinese or American?
   B: I am American, not Chinese.
3. A: Do you learn Chinese-Cantonese or American English?
   B: We learn Chinese-Cantonese, not American English.
4. A: Does he understand Chinese-Cantonese or American English?
   B: He understands American English, not Chinese-Cantonese.
5. A: Do we speak Chinese-Cantonese or British English?
   B: We speak Chinese-Cantonese, not British English.
6. A: Do you study Chinese or English?
   B: We study Chinese, not English.
7. A: Do I write Chinese, or English?
   B: You write Chinese, not English.
8. A: Do they know Chinese-Cantonese or American English?
   B: They know American English, not Chinese-Cantonese.
9. A: Do I teach Chinese-Cantonese or American English?
   B: You teach Chinese-Cantonese, not American English.
10. A: Good-bye.
    B: Good-bye.

LESSON 8

ORAL MATERIAL - RECOMBINATION

1. A: Neĭ tîm à? Keì hó a-mă?

   B: Keì hó a. Neĭ ne?

   A: Hó hó.

2. A: Pin yat-cheung haî chî à?

   B: Ni yat-cheung haî chî.

3. A: Kóh cheung haî pò-chî; ni cheung haî mi-yĕ ne?

   B: Kóh cheung haî pò-chî; ni cheung haî î.

4. A: K'uĭ mŏ tsî-tîn; neĭ yaŭ tsî-tîn mŏ à?

   B: K'uĭ mŏ tsî-tîn; ngŏh yaŭ tsî-tîn.

5. A: Ni kaan uk yaŭ moŏn, yaŭ ts'eŭng, mŏ mi-yĕ ne?

   B: Ni kaan uk yaŭ moŏn, yaŭ ts'eŭng, mŏ ch'eung.

6. A: Neĭ-teî hôk Kwóng-Tung wâ* yik-waâk Meĭ-Kwòk wâ* à?

   B: Ngŏh-teî hôk Kwóng-Tung wâ*, m̄-hôk Meĭ-Kwòk wâ*.

7. A: Ngŏh kaaù Kwóng-Tung wâ* yik-waâk hôk Kwóng-Tung wâ*?

   B: Neĭ kaaù Kwóng-Tung wâ*, m̄-hôk Kwóng-Tung wâ*.

8. A: K'uĭ mîng-paâk Kwóng-Tung wâ* mà?

   B: Mîng-paâk, k'uĭ mîng-paâk Kwóng-Tung wâ*.

9. A: Neĭ tûk Ying-Măn shue m̄-tûk à?

   B: M̄-tûk, ngŏh m̄-tûk Ying-Măn shue.

10. A: Ngŏh-teî m̄-kóng Meĭ-Kwòk wâ*, ngŏh-teî kóng mi-yĕ wâ* ne?

    B: Ngŏh-teî m̄-kóng Meĭ-Kwòk wâ*, ngŏh-teî kóng Kwóng-Tung wâ*.

11. A: K'uĭ sé Chung-Măn tsî; neĭ tsô mi-yĕ à?

    B: K'uĭ sé Chung-Măn tsî; ngŏh sé Ying-Măn tsî.

LESSON 8

ORAL MATERIAL - RECOMBINATION

12. A: Neĭ ooĭ Kwóng-Tung wâ* yik-waâk Ying-Kwòk wâ* ne?

    B: Ngŏh ooĭ Ying-Kwòk wâ*, m̂-ooĭ Kwóng-Tung wâ*.

13. A: Neĭ-teî haî mi-yĕ yān, m̂-haî mi-yĕ yān?

    B: Ngŏh-teî haî Meĭ-Kwòk yān, m̂-haî Chung-Kwòk yān.

14. A: Neĭ m̂-tûk shue, neĭ tsô mi-yĕ à?

    B: Ngŏh m̂-tûk shue, ngŏh sê tsẑ.

15. A: Tsoì-kìn. T'ing-yât kìn.

    B: Ch'ìng-ch'ìng.

    A: Ch'ìng-ch'ìng.

LESSON 8

WORD LIST

1.	tîm	how? in what manner?
2.	hôk	to learn, study
3.	kaaù	to teach
4.	kóng	to speak, talk, say, tell
5.	mīng-paâk	to understand, understandable
6.	sé	to write
7.	Kwóng-Tung wâ*	Chinese-Cantonese language
8.	Meĭ-Kwòk wâ*	American language
9.	Chung-Mān shue	Chinese book
10.	tûk	to study, read
11.	Ying-Mān shue	English book
12.	Chung-Mān tsž	Chinese character
13.	yik-waâk	or, either
14.	Chung-Kwòk yān	Chinese person
15.	Ying-Mān tsž	English word
16.	Meĭ-Kwòk yān	American person
17.	ts'îng-ts'îng	good-bye.
18.	ooĭ	to understand, know how
19.	k'uĭ-teî	they, them
20.	Ying-Kwòk wâ*	English language

READING MATERIAL

571

廣 kwóng: broad; enlarged.

廣告 kwóng-kò: advertisement.

廣銷 kwóng siu: a wide sale.

廣東 Kwóng-Tung: Kwang Tung Province.

廣州 Kwóng-Chou: Canton.

廣西 Kwóng-Sai: Kwangsi Province.

1356

東 tung: the east; eastern; host; master.

東方 tung-fong: the east; Orient.

東京 Tung-King: Tokyo.

東家 tung-ka: head of house or firm.

1401

話 wâ, wâ*: language; speech; word; to speak.

會話 ooî-wâ*: conversation.

不成話 pat-shîng-wâ: nonsense.

話別 wâ pît: to bid farewell.

廣 東 話

廣東話

683

美 meĭ: beautiful; excellent.

美麗 meĭ-laî: beautiful.

美人 meĭ yān: a beautiful woman.

美意 meĭ ì: excellent idea; kind intention.

美術家 meĭ-shût ka: artist.

美國 Meĭ-kwòk: USA.

569

國 kwòk: nation; country; kingdom.

國家 kwòk-ka: the state; nation; national.

本國 poón kwòk: one's own country.

外國 ngoî kwòk: foreign nation.

國籍 kwòk-tsîk: nationality; citizenship.

國際 kwòk-tsaì: international.

美 國 国

美



LESSON 8

READING MATERIAL

397

敎 kaaù: to teach; doctrine; religious system

敎訓 kaaù-fàn: to instruct; lesson

敎書 kaaù shue: to teach school

敎員 kaaù-uēn: a teacher

天主敎 t'in-chué-kaaù: Roman Catholic

1028

先 sin: first; before; ahead.

先生 sin-shaang: sir; Mr, teacher.

先後 sin haû: first and last; at various times.

1129

地 teî: earth; ground; place.

地方 teî-fong: locality; place.

地圖 teî-t'ō: a map.

地點 teî-tím: location; terminus; place.

地位 teî-waî: one's place; position in life.

敎 先 地

敎 先 地

敎 先 地

1448

人 yān: man; person; human.

人工 yān-kung: wages; salary; labor.

人格 yān-kaàk: personality; disposition.

人命 yān-mêng: a life.

黑人 hak-yān: negro.

291

好 hò: to love; to be fond of

好 hó: good; right very

好彩 hó-ts'oí: fortunately

好處 hó ch'uè: merit; advantage

好學 hò hôk: fond of study

人 好

人 好

人 好

LESSON 8

READING MATERIAL

Ni ti 學生係美國人, kóh ti 先生係 Chung-國人.

我地學廣東話*, m̄ - 學美國話*; 我地 sé Chung-Mān tsź, m̄ - sé Ying-Mān tsź, tūk Chung-Mān shue, m̄-tūk Ying-Mān shue.

Ni kòh 先生係廣東人, 佢教廣東話*, m̄ - 教美國話*, 佢係一 kòh hó 先生.

LESSON 8

WRITING MATERIAL

Character	Character Number	Stroke Number	Radical Number	Radical
人	1448	2	9	人
先	1028	6	10	儿
生	934	5	100	生
佢	534	7	9	亻, 人
地	1129	6	32	土

LESSON 9

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Neĭ peî mi-yĕ ngŏh à?

   K'uĭ peî mi-yĕ neĭ ne?

   Ngŏh keì mi-yĕ peî k'uĭ à?

   Nẹĭ-teî sùng mi-yĕ peî ngŏh-teî ne?

2. Pin-kòh sé sùn peî neĭ à?

   Pin-kòh tâ tîn-wâ* peî ngŏh à?

   Pin-kòh peî ts'în* peî k'uĭ ne?

   Pin-kòh sùng yĕ peî ngŏh-teî ne?

3. Ngŏh peî ts'în* neĭ.

   Neĭ sé sùn ngŏh.

   K'uĭ tâ tîn-wâ* peî neĭ.

   K'uĭ-teî sùng yĕ peî neĭ-teî.

4. Neĭ peî m̄-peî ts'în* ngŏh ne?

   K'uĭ keì m̄-keì yĕ neĭ à?

   Neĭ tâ m̄-tâ tîn-wâ* peî k'uĭ ne?

   Neĭ-teî sé m̄-sé sùn peî ngŏh-teî à?

5. Peî, ngŏh peî ts'în* neĭ.

   Keì, k'uĭ keì yĕ ngŏh.

   Tâ, ngŏh tâ tîn-wâ* peî k'uĭ.

   Sé, ngŏh-teî sé sùn peî neĭ-teî.

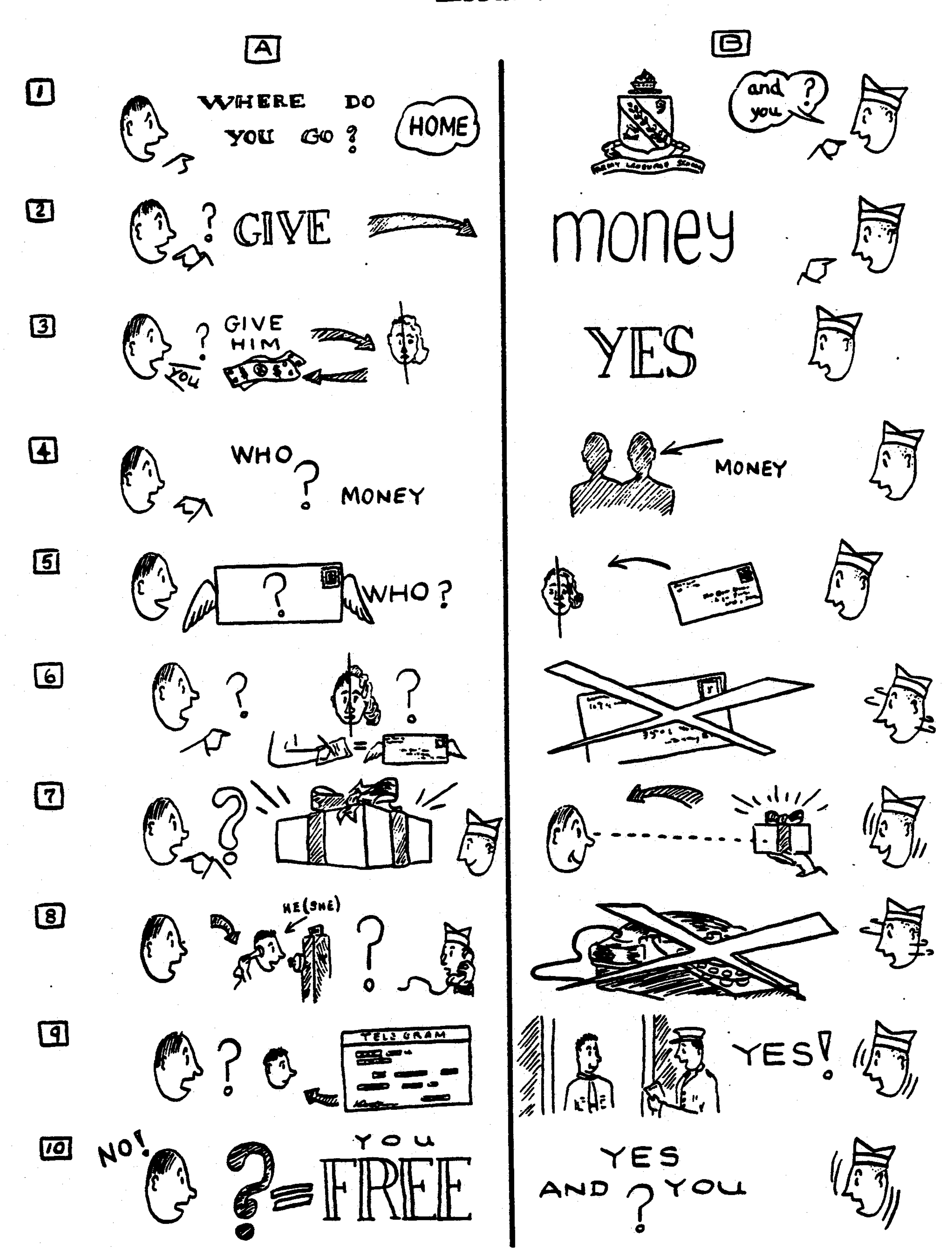
6. M̄-peî, ngŏh m̄-peî ts'în* neĭ.

   M̄-keì, k'uĭ m̄-keì yĕ ngŏh.

   M̄-tâ, ngŏh m̄-tâ tîn-wâ* peî k'uĭ.

   M̄-sé, ngŏh-teî m̄-sé sùn peî neĭ-teî.

LESSON 9



A
B
1
WHERE DO YOU GO ?
HOME
and you ?
2
GIVE
money
3
GIVE HIM
YOU
YES
4
WHO ?
MONEY
MONEY
5
WHO ?
6
7
8
HE(SHE)
9
TELEGRAM
YES!
10
NO!
YOU
FREE
YES
AND ? YOU

LESSON 9

ORAL MATERIAL - DIALOGUE

1. A: Neĭ huì pin shuè à?

   B: Ngŏh huì Lûk-Kwan Uĕ-Īn Hôk-Haaû. Neĭ ne?

   A: Ngŏh faan uk-k'eì.

2. A: Ngŏh peì mi-yĕ neĭ à?

   B: Neĭ peì ts'ìn* ngŏh.

3. A: Neĭ peì m̀-peì ts'ìn* k'uĭ à?

   B: Peì, ngŏh peì ts'ìn* k'uĭ.

4. A: Pin kòh peì ts'ìn* ngŏh ne?

   B: K'uĭ-teì peì ts'ìn* neĭ.

5. A: Neĭ-teì keì sùn peì pin kòh ne?

   B: Ngŏh-teì keì sùn peì k'uĭ.

6. A: K'uĭ sê sùn peì neĭ m̀-sê à?

   B: M̄-sê, k'uĭ m̀-sê sùn peì ngŏh.

7. A: Neĭ sùng m̀-sùng yĕ peì ngŏh à?

   B: Sùng, ngŏh sùng yĕ peì neĭ.

8. A: K'uĭ tâ tìn-wâ* peì neĭ m̀-tâ à?

   B: M̄-tâ, k'uĭ m̀-tâ tìn-wâ* peì ngŏh.

9. A: Neĭ-teì tâ m̀-tâ tìn-pò peì k'uĭ ne?

   B: Tâ, ngŏh-teì tâ tìn-pò peì k'uĭ.

10. A: Neĭ tak-haān mà.

    B: Ngŏh tak-haān. Neĭ ne?

    A: Ngŏh m̀-tak-haān.

LESSON 9

TRANSLATION OF DIALOGUE

1. A: Where are you going?

   B: I am going to the Army Language School. And you?

   A: I am going home.

2. A: What do I give you?

   B: You give me money.

3. A: Do you give him money?

   B: Yes, I do.

4. A: Who gives me money?

   B: They give you money.

5. A: To whom do you send the letter?

   B: We send the letter to him.

6. A: Did he write you?

   B: No, he didn't.

7. A: Do you give a gift to me?

   B: Yes, I do.

8. A: Does he call you by telephone?

   B: No, he doesn't.

9. A: Do you send a telegram to him?

   B: Yes, we do.

10. A: Are you free?

    B: Yes, I am. And you?

    A: No, I am not free.

LESSON 9

ORAL MATERIAL - RECOMBINATION

1. A: Neĭ huì pin shuè à?

   B: Ngŏh faan uk-k'eì. Neĭ ne?

   A: Ngŏh huì hôk-haaû.

2. A: Ni cheung haî m̄-haî t'oì*? Kôh cheung haî ì m̄-haî?

   B: Kôh cheung haî t'oì*. Ni cheung m̄-haî ì.

3. A: Ni kaan paan-fŏng* yaŭ sin-shaang mŏ à? Kôh kaan paan-fŏng* yaŭ hôk-shaang mà?

   B: Ni kaan paan-fŏng* yaŭ sin-shaang. Kôh kaan paan-fŏng* mŏ hôk-shaang.

4. A: Ni chi m̄-haî uĕn-pat, pin yat-chi haî uĕn-pat?

   B: Kôh chi m̄-haî uĕn-pat, ni yat-chi haî uĕn-pat.

5. A: Ni pô haî ts'ô-kô-pô* yik-waâk haî wâ*-pò?

   B: Kôh pô haî ts'ô-kô-pô*, m̄-haî wâ*-pò.

6. A: K'uĭ huì kaai; neĭ tsô mi-yĕ ne?

   B: K'uĭ huì kaai; ngŏh tûk shue.

7. A: Neĭ-teî hôk Kwông-Tung wâ* mà?

   B: Hôk, ngŏh-teî hôk Kwông-Tung wâ*.

8. A: Neĭ peì m̄-peì ts'ìn* k'uĭ à? K'uĭ sê m̄-sê sùn peì neĭ ne?

   B: Ngŏh peì ts'ìn* k'uĭ. K'uĭ m̄-sê sùn peì ngŏh.

9. A: K'uĭ peì mi-yĕ neĭ-teî à? Neĭ-teî peì mi-yĕ k'uĭ ne?

   B: K'uĭ peì shue ngŏh, ngŏh peì ts'ìn* k'uĭ.

10. A: Neĭ keì sùn peì pin kòh, sùng yĕ peì pin kòh, maaĭ yĕ peì pin kòh?

LESSON 9

ORAL MATERIAL - RECOMBINATION

B: Ngŏh keî sùn peî sin-shaang, sùng yĕ peî k'uĭ-teî, maaĭ yĕ peî neĭ.

11. A: K'uĭ-teî m̄-sê sùn peî neĭ, k'uĭ-teî sê sùn peî pin kòh?

B: K'uĭ-teî m̄-sê sùn peî ngŏh, k'uĭ-teî sê sùn peî neĭ.

12. A: Ngŏh tâ tîn-wâ* peî neĭ. Neĭ tâ m̄-tâ tîn-wâ* peî ngŏh?

B: Neĭ tâ tîn-wâ* peî ngŏh. Ngŏh tâ tîn-wâ* peî neĭ.

13. A: Neĭ tâ tîn-pò peî k'uĭ yik-waâk sê sùn peî k'uĭ?

B: Ngŏh tâ tîn-pò peî k'uĭ, m̄-sê sùn peî k'uĭ.

14. A: Pin kòh tâ tîn-wâ* peî ngŏh? Pin kòh sùng yĕ peî ngŏh?

B: K'uĭ tâ tîn-wâ* peî neĭ. K'uĭ-teî sùng yĕ peî neĭ.

15. A: Neĭ tak m̄-tak-haān à?

B: Ngŏh tak-haān. Neĭ ne?

A: Ngŏh tak-haān.

LESSON 9

WORD LIST

1.	peî	to give, indirect object agent
2.	sùng	to present to
3.	keî	to mail
4.	tá tîn-wâ*	to make a telephone call, to telephone
5.	tá tîn-pò	to send a telegram
6.	ts'ìn*	money
7.	sùn	letter
8.	sé sùn	to write a letter
9.	yĕ	thing, object, affair
10.	pin shuè	where?
11.	Lûk-Kwan	Army
12.	uĕ-în	language
13.	hôk-haaû	school
14.	tak-haān	to have leisure, be free, not occupied
15.	faan	to return to, return from
16.	uk-k'eî	home
17.	faan uk-k'eî	to go home

LESSON 9

READING MATERIAL

646

陸 lûk: dry land.

陸續 lûk-tsûk: continuous; in succession.

陸軍 lûk-kwan: army.

陸地 lûk-teî: land.

大陸 taaî-lûk: mainland; continent.

557

軍 kwan: army; military.

軍隊 kwan-tuî: a body of soldiers.

軍人 kwan-yān: soldier.

軍火 kwan-fóh: ammunition.

軍器 kwan-heî: military implements; weapons.

1378

語 uě: word; saying; to converse.

古語 koó uě: archaism.

隱語 yán uě: crytic language.

語法 uě-faât: grammar.

陸 陸 陸　軍 軍 軍　語 語 語

356

言 în: words; to speak

言語 în-uě: language; words

宣言 suen-în: declaration

言論 în-lûn: speech; expression of ideas

145

中 chung: middle; center; within

中 chung: right; exactly

中間 chung-kaan: middle; in between

中意 chung-î: to like

打中 tá-chùng: hit the mark

言 言 言　中 中 中

LESSON 9

READING MATERIAL

672

文 mān: literature; literary; elegant; civil.

文法 mān-faàt: grammar; rule of composition.

唐文 T'ōng-Mān: Chinese.

中文 Chung-Mān: Chinese.

古文 koó-mān: classics.

文化 mān-fà: culture; civilization.

1008

書 shue: book; letter; writing; document.

書籍 shue-tsìk: book.

圖書館 t'ō-shue-koón: a library.

1485

英 ying: excellent; valiant; brave.

英雄 ying-hūng: hero; knight.

英國 Ying-Kwòk: England.

英文 Ying-Mān: the English language

文 書 英

文 書 英

文 书 英

504

講 kóng: to talk; to explain; to discuss.

講話 kóng wâ: to talk; to speak.

講笑 kóng siù: to joke.

講妥 kóng t'ŏh: agreement reached.

講究 kóng-kaù: particular.

1352

讀 tûk: to read aloud; to study.

讀書 tûk shue: to read; to study.

讀熟 tûk shûk: to study enough to be able to recite.

講 讀 讀

講 讀

讲 读

LESSON 9

READING MATERIAL

Ni 間係美國陸軍語言學校.

Ni ti 先生係中國人, 係廣東人; 學生係美國人, m̄- 係中國人.

我地 m̄-ooǐ 講廣東話*, m̄-ooǐ sé 中文 tsẑ; kóh kòh 先生教我地講廣東話*, 讀中文書, sé 中文 tsẑ; 我地 m̄- 講英文, m̄- 讀英文書, m̄- sé 英文 tsẑ.

LESSON 9

WRITING MATERIAL

語

Character Number 1378 — Radical Number 149 言
Stroke Number 14

言

Character Number 356 — Radical Number 149 言
Stroke Number 7

學

Character Number 300 — Radical Number 39 子
Stroke Number 16

校

Character Number 246 — Radical Number 75 木
Stroke Number 10

教

Character Number 397 — Radical Number 66 攴, 攵
Stroke Number 11

LESSON 10

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Wōng-Sin-Shaang haî tîm-yeûng* kè yān à?

   Wōng T'aaì-T'aaì* haî tîm-yeûng* kè nuĭ-yān* ne?

   Neĭ haî tîm-yeûng* kè hôk-shaang à?

2. Wōng-Sin-Shaang haî hó kè mi-yĕ à?

   Wōng T'aaì-T'aaì* haî lèng kè mi-yĕ ne?

   Neĭ haî ts'ung-mìng kè mi-yĕ à?

3. Pin-kòh haî hó kè yān à?

   Pin kòh haî lèng kè nuĭ-yān* ne?

   Pin kòh haî ts'ung-mìng kè hôk-shaang à?

4. Wōng-Sin-Shaang haî m̄-haî hó kè à?

   Wōng-T'aaì-T'aaì* haî m̄-haî lèng kè ne?

   Neĭ haî m̄-haî ts'ung-mìng kè à?

5. Ni kà ch'e haî hó kè mà?

   Kóh yat-kà ch'e haî kwaì kè mà?

   Kóh kà ch'e haî p'ēng kè mà?

6. Wōng-Sin-Shaang haî hó kè yān.

   Wōng T'aaì-T'aaì* haî lèng kè nuĭ-yān*.

   Neĭ haî ts'ung-mìng kè hôk-shaang.

7. M̄-haî, Wōng-Sin-Shaang m̄-haî hó kè.

   M̄-haî, Wōng-T'aaì-T'aaì* m̄-haî lèng kè.

   M̄-haî, neĭ m̄-haî ts'ung-mìng kè.

8. Ni kà ch'e haî hó kè.

   Kóh yat-kà ch'e haî kwaì kè.

   Kóh kà ch'e haî p'ēng kè.

LESSON 10

ORAL MATERIAL - STRUCTURAL PATTERNS

9. Ni kà ch'e m̄-haî hô kè.

Kôh yat-kà ch'e m̄-haî kwaì kè.

Kôh kà ch'e m̄-haî p'ēng kè.

A

1 FINE — HOW IS SHE ? — HIS WIFE

2 WHAT KIND OF MAN ?

3 and MRS WONG ?

4 ? intelligent STUDENT — MR. LEI

5 ? capable Man

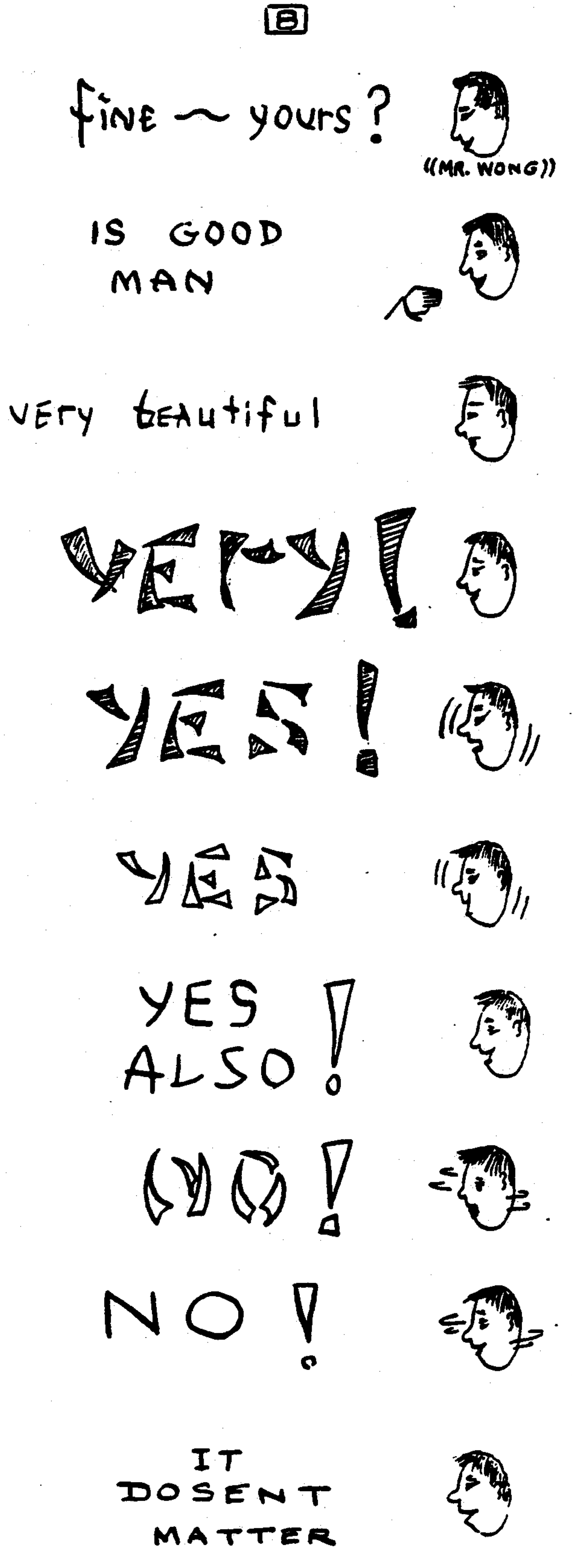
6 ? $ $ $ $ $ $

7 ? $ $ $ $ $

8 VERY CHEAP ?

9 CHEAP ? $ $ $ $

10 BEG YOUR PARDON



LESSON 10

ORAL MATERIAL - DIALOGUE

1. A: Wōng Sin-Shaang, neĭ kè t'aaì-t'aaì* hó mà?

   B: K'uĭ hó hó. Neĭ kè t'aaî-t'aaì* ne?

   A: K'uĭ to hó hó.

2. A: Wōng Sin-Shaang haî tîm-yeûng* kè naām-yān* à?

   B: Wōng Sin-Shaang haî hó kè naām-yān*.

3. A: Wōng T'aaì-T'aaì* haî tîm-yeûng* kè nuĭ-yān* ne?

   B: Wōng T'aaì-T'aaì* haî hó lèng kè nuĭ-yān*.

4. A: Leĭ Sin-Shaang haî m̂-haî hó ts'ung-mìng kè hôk-shaang?

   B: Haî, Leĭ Sin-Shaang haî hó ts'ung-mìng kè hôk-shaang.

5. A: Leĭ Sin-Shaang haî m̂-haî hó poón-sẑ kè naām-yān* ne?

   B: Haî, Leĭ Sin-Shaang yîk haî hó poón-sẑ kè naām-yān*.

6. A: Ni kà ch'e haî m̂-haî hó kwaì kè à?

   B: Haî, ni kà ch'e haî hó kwaì kè.

7. A: Kóh kà ch'e haî m̂-haî hó kwaì kè ne?

   B: Haî, kóh kà ch'e to haî hó kwaì kè.

8. A: Ni kà ch'e haî m̂-haî hó p'ēng kè à?

   B: M̄-haî, ni kà ch'e m̂-haî hó p'ēng kè.

9. A: Kóh kà ch'e haî m̂-haî hó p'ēng kè ne?

   B: M̄-haî, kóh kà ch'e yîk-to m̂-haî hó p'ēng kè.

10. A: Tuì m̂-chuê. Tuì m̂-chuê.

    B: M̄-kán-iù. M̄-kán-iù.

LESSON 10

TRANSLATION OF DIALOGUE

1. A: How is your wife, Mr. Wǒng?

   B: She is fine. How is your wife?

   A: She is fine also.

2. A: What kind of a man is Mr. Wǒng?

   B: Mr. Wǒng is a good man.

3. A: What kind of a woman is Mrs. Wǒng?

   B: Mrs. Wǒng is a very beautiful woman.

4. A: Is Mr. Leǐ a very intelligent student?

   B: Yes, Mr. Leǐ is a very intelligent student.

5. A: Is Mr. Leǐ a very capable man?

   B: Yes, Mr. Leǐ is also a very capable man.

6. A: Is this car very expensive?

   B: Yes, this car is very expensive.

7. A: Is that car very expensive?

   B: Yes, that car is also very expensive.

8. A: Is this car very cheap?

   B: No, this car is not very cheap.

9. A: Is that car very cheap?

   B: No, that car is not very cheap also.

10. A: Pardon me.

    B: It doesn't matter.

LESSON 10

ORAL MATERIAL - RECOMBINATION

1. A: T'aaì-t'aaì* hó mà?

   B: K'uĭ keî hó. Neĭ kè t'aaì-t'aaì* ne?

   A: K'uĭ to hó hó.

2. A: Wōng Sin-Shaang haî tîm-yeûng* kè naām-yān* à?

   B: Wōng Sin-Shaang haî hó ts'ung-mīng kè naām-yān*.

3. A: Ni kà haî tîm-yeûng* kè ch'e ne?

   B: Kóh kà haî hó kwaì kè ch'e.

4. A: Leĭ T'aaì-T'aaì* haî tîm-yeûng* kè nuĭ-yān* à?

   B: Leĭ T'aaì-T'aaì* haî hó poón-sẑ kè nuĭ-yān*.

5. A: Ni poón haî m̄-haî hó p'ēng kè tsẑ-tîn; kóh poón haî m̄-haî hó p'ēng kè wâ*-pò?

   B: Haî, ni poón haî hó p'ēng kè tsẑ-tîn; kóh poón to haî hó p'ēng kè wâ*-pò.

6. A: Kóh kòh haî m̄-haî hó lèng kè nuĭ-yān*, haî m̄-haî hó poón-sẑ kè nuĭ-yān*?

   B: M̄-haî, kóh kòh m̄-haî hó lèng kè nuĭ-yān*, yîk m̄-haî hó poón-sẑ kè nuĭ-yān*.

7. A: Ni yat-kòh Meĭ-Kwòk yān haî hó ts'ung-mīng kè, yik-waâk hó m̄-ts'ung-mīng kè ne?

   B: Ni yat-kòh Meĭ-Kwòk yān haî hó ts'ung-mīng kè.

8. A: Kóh yat-kòh Chung-Kwòk hôk-shaang haî hó poón-sẑ kè; ni yat-kòh Ying-Kwòk hôk-shaang haî tîm-yeûng* kè?

   B: Kóh yat-kòh Chung-Kwòk hôk-shaang haî hó poón-sẑ kè; ni yat-kòh Ying-Kwòk hôk-shaang yîk-to haî hó poón-sẑ kè.

LESSON 10

ORAL MATERIAL - RECOMBINATION

9. A: Ni yat-pô tsẑ-tîn haî tîm-yeûng* kè, m̂-haî tîm-yeûng* kè?

   B: Kôh yat-pô tsẑ-tîn haî hó kwaì kè, m̂-haî hó p'ēng kè.

10. A: Ni kaan hôk-haaû yaŭ mŏ hó hó kè sin-shaang; kôh kaan hôk-haaû yaŭ mŏ hó hó kè sin-shaang à?

   B: Yaŭ, ni kaan hôk-haaû yaŭ hó hó kè sin-shaang; kôh kaan hôk-haaû yîk-to yaŭ hó hó kè sin-shaang.

11. A: Ni kaan uk yaŭ hó lèng kè mi-yĕ; kôh kaan uk yaŭ hó lèng kè mi-yĕ?

   B: Ni kaan uk yaŭ hó lèng kè nuĭ-yān*; kôh kaan uk to yaŭ hó lèng kè nuĭ-yān*.

12. A: Neĭ maaĭ yat-kà hó kwaì kè mi-yĕ, yat-kaan hó p'ēng kè mi-yĕ?

   B: Ngŏh maaĭ yat-kà hó kwaì kè ch'e, yat-kaan hó p'ēng kè uk.

13. A: Pin cheung pò-chì haî hó kè; pin cheung pò-chì m̂-haî hó kè?

   B: Ni yat-cheung pò-chì haî hó kè; kôh yat-cheung pò-chì m̂-haî hó kè.

14. A: Pin kôh hôk-shaang haî ts'ung-mìng kè; pin kôh hôk-shaang m̂-haî ts'ung-mìng kè?

   B: Kôh kôh hôk-shaang haî ts'ung-mìng kè; ni kôh hôk-shaang m̂-haî ts'ung-mìng kè.

15. A: Tuì m̂-chuê, tuì m̂-chuê. Ngŏh tsaû là.

   B: M̄-kân-iù, m̂-kân-iù. Maân maân* haāng.

LESSON 10

WORD LIST

1.	tuì-m̄-shuê, tuì-m̄-chuê	sorry, excuse me, pardon me
2.	m̄-kán-iù	it doesn't matter, not at all, it's all right.
3.	t'aaì-t'aaì*	Mrs., wife
4.	Wōng	surname
5.	Leǐ	surname
6.	nuǐ-yān*	woman, female
7.	naām-yān*	man, male
8.	tîm-yeûng*	how? in what manner?
9.	yîk	also, moreover, too, in addition to
10.	to	also, too
11.	lèng	beautiful, handsome, in good quality
12.	poón-sẑ	capable
13.	ts'ung-mīng	intelligent, clever
14.	p'ēng (p'īng)	inexpensive, economical
15.	kwaì	expensive
16.	kà	AN, frame; final particle, fusion form of kè and à
17.	ch'e	car, automobile
18.	kè	possessive or modifying particle, that, which
19.	yîk-to	also, too

LESSON 10

READING MATERIAL

729

男 naâm: man; male; son.

男人 naâm-yān: a man; husband.

男女 naâm nuĭ: man and woman.

775

女 nuĭ: female; girl; daughter.

女人 nuĭ-yān: a woman.

女子 nuĭ-tsź: a young lady.

婦女 foŏ-nuĭ: women in general.

1080

太 t'aaî: too; very; extreme; term of respect.

太過 t'aaî-kwoh: to go too far; out of proportion.

太多 t'aaî toh: too much.

男 女 太

男 女 太

男 め 太

1331

字 tsî: letter; character; symbol; word; name.

字母 tsî-mŏ: alphabet; vowel.

草字 ts'ó tsî: the running hand word.

生字 shaang tsî: unfamiliar or uncommon character or word.

1365

疼 t'ùng: ache; pain; to feel a pain.

疼愛 t'ùng-oì: to love deeply.

字 疼

字 疼

字 疼

LESSON 10

READING MATERIAL

1159

都 to: even; also; a capital; city.

我都去 ngôh to hui: I also go.

京都 king-to: the capital.

552

貴 kwai: valuable; expensive.

貴姓 kwai sing: what is your surname?

貴幹 kwai kòn: your business.

貴重 kwai-chûng: to value highly; valuable.

富貴 foò-kwai: wealth and honor.

高貴 ko-kwai: high-born; high class.

47

車 ch'e: cart, vehicle (Cl. ka)

車 kui: (lit pro) cart

汽車 hei-ch'e: automobile

火車 fóh-ch'e: a train

電車 tin-ch'e: tram car

車輪 ch'e-lûn: wheel

都 貴 車

都 贵 车

1435

黄 wōng: yellow; imperial.

黄豆 wōng-taû: soy bean.

黄昏 wōng-fan: twilight; eventide.

黄河 Wōng-Hōh: The Yellow River.

598

李 leí: plum; a very common surname.

李仔 leí tsaí: plum.

黄 李

黄 李

LESSON 10

READING MATERIAL

黃二係學生，佢係美國陸軍語言學校 kè學生；李四亦都係 ni 間學校 kè 學生。黃二讀中文書，sé 中文字；李四亦都讀中文書，sé 中文字。

黃二係男人*，係一 kòh 好好 kè 人；李四亦係男人*，亦係一 kòh 好好 kè 人；佢地都係 hó ch'ung-mìng kè 人，佢地都有 hó 貴 kè 車；黃二有太太*，黃太太*係一 kòh 好 ch'ung-mìng kè 女人*；李四亦都有太太*，李太太*亦都係一 kòh 好 ch'ung-mìng kè 女人*。

LESSON 10

WRITING MATERIAL

Character	Character Number	Stroke Number	Radical Number	Radical
陸	646	10	170	阝, 阜
軍	557	9	159	車
讀	1352	22	149	言
中	145	4	2	丨
文	672	4	67	文

LESSON 11

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Kam-yât kè t'in-heì hó m̄-hó à?

   Neĭ kè t'aaì-t'aaì* ko m̄-ko ne?

   K'uĭ kè saì-man-tsaî aî m̄-aî à?

2. Kam-yat ît m̄-ît à?

   Neĭ kwooî m̄-kwooî ne?

   K'uĭ mōng m̄-mōng à?

3. Kam-yât k'uĭ hó mà?

   Tsòk-yât neĭ mōng mà?

   Ts'ìn-yât neĭ-teî kwooî mà?

4. K'uĭ kam-yât hó m̄-hó à?

   Neĭ tsòk-yât mōng m̄-mōng ne?

   Neĭ-teî ts'ìn-yât kwooî m̄ kwooî à?

5. Kam-yât kè t'in-heì hó.

   Ngŏh kè t'aaì-t'aaì* ko.

   K'uĭ kè saì-man-tsaî aî.

6. Kam-yât ît.

   Kam-yât keî ît.

   Kam-yât hó ît.

   Kam-yât fei-sheúng-chi ît.

   Kam-yât t'aaì ît.

7. Hó, kam-yât k'uĭ hó.

   Mōng, tsòk-yât ngŏh mōng.

   Kwooĭ, ts'ìn-yât ngŏh-teî kwooî.

LESSON 11

ORAL MATERIAL - STUCTURAL PATTERNS

8. Hó, k'uĭ kam-yât hó hó.

   Mōng, ngŏh tsòk-yât keî mōng.

   Kwooî, ngŏh-teî ts'ìn-yât fei-sheūng-chi kwooî.

9. M̄-hó, kam-yât k'uĭ m̄-hó.

   M̄-mōng, tsòk-yât ngŏh m̄-mōng.

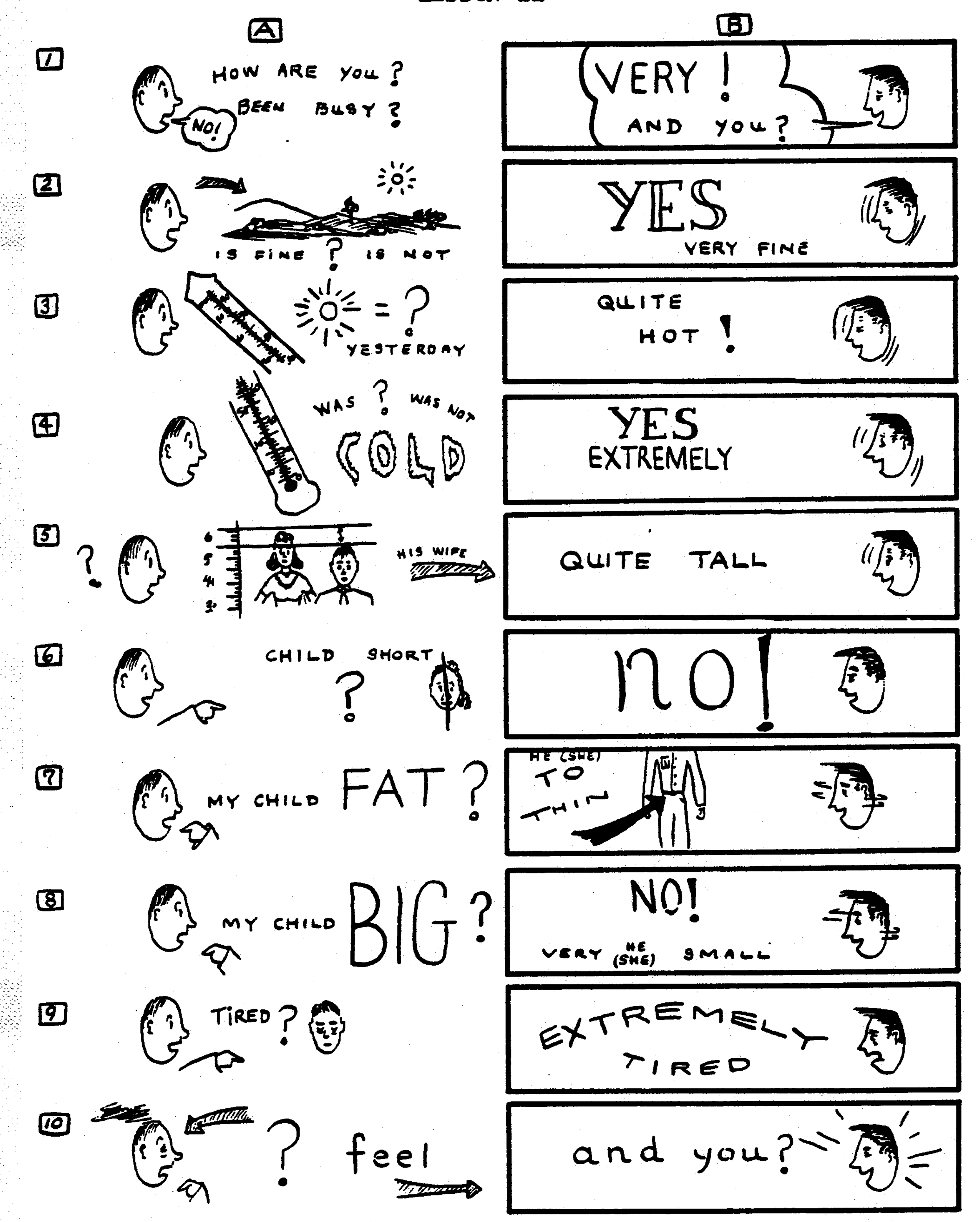
   M̄-kwooî, ts'ìn yât ngŏh-teî m̄-kwooî.

10. M̄-hó, k'uĭ kam-yât m̄-haî hó hó.

    M̄-mōng, ngŏh tsòk-yât m̄-haî keî mōng.

    M̄-kwooî, ngŏh-teî ts'ìn-yât m̄ haî fei-sheūng-chi kwooî.

LESSON 11


A
B
1
HOW ARE YOU ?
BEEN BUSY ?
NO!
VERY !
AND YOU ?
2
IS FINE ? IS NOT
YES
VERY FINE
3
YESTERDAY
QUITE
HOT !
4
WAS ? WAS NOT
COLD
YES
EXTREMELY
5
HIS WIFE
QUITE TALL
6
CHILD SHORT
no!
7
MY CHILD FAT ?
HE (SHE)
TO
THIN
8
MY CHILD BIG ?
NO!
VERY HE (SHE) SMALL
9
TIRED ?
EXTREMELY
TIRED
10
feel
and you?

LESSON 11

ORAL MATERIAL - DIALOGUE

1. A: Tîm à, kân-loî* mōng mà?

   B: Kân-loî* hó mōng. Neĭ ne?

   A: Ngŏh kân-loî* m̄-mōng.

2. A: Kam-yât kè t'in-heî hó m̄-hó à?

   B: Hó, kam-yât kè t'in-heî hó hó.

3. A: Tsòk-yât ît m̄-ît ne?

   B: Ît, tsòk-yât keî ît.

4. A: Ts'ĭn-yât laăng m̄-laăng à?

   B: Laăng, ts'ĭn-yât fei-sheūng-chi laăng.

5. A: Neĭ kè t'aaî-t'aaî* ko mà?

   B: Ko, ngŏh kè t'aaî-t'aaî* keî ko.

6. A: K'uĭ kè saî-man-tsaî aî mà?

   B: M̄-aî, k'uĭ kè saî-man-tsaî m̄-aî.

7. A: Ngŏh kè saî-man-tsaî feî mà?

   B: M̄-feî, neĭ kè saî-man-tsaî m̄-feî; k'uĭ t'aaî shaù.

8. A: Ngŏh kè saî-man-tsaî taaî m̄-taaî à?

   B: M̄-taaî, neĭ kè saî-man-tsaî m̄-taaî; k'uĭ hó saî.

9. A: Neĭ-teî kam-yât kwooî m̄-kwooî à?

   B: Kwooî, ngŏh-teî kam-yât fei-sheūng-chi kwooî.

10. A: Neĭ kam-yât kòk tak tîm à?

    B: Ngŏh kam-yât kòk tak hó hó. Neĭ ne?

    A: Ngŏh kam-yât kòk tak m̄-haî keî hó.

LESSON 11

TRANSLATION OF DIALOGUE

1. A: How are you? Have you been busy lately?

   B: I have been very busy lately. And you?

   A: I haven't been busy lately.

2. A: Is the weather fine today?

   B: Yes, the weather is very fine today.

3. A: Was it hot yesterday?

   B: Yes, it was quite hot yesterday.

4. A: Was it cold the day before yesterday?

   B: Yes, it was extremely cold the day before yesterday.

5. A: Is your wife tall?

   B: Yes, my wife is quite tall.

6. A: Is his child short?

   B: No, his child is not short.

7. A: Is my child fat?

   B: No, your child is not fat; he is too thin.

8. A: Is my child big?

   B: No, your child is not big; he is very small.

9. A: Are you tired today?

   B: Yes, we are extremely tired today.

10. A: How do you feel today?

    B: I feel very well today. And you?

    A: I don't feel very well today.

LESSON 11

ORAL MATERIAL - RECOMBINATION

1. A: Sin-Shaang, neĭ kân-loî* keî hô a mă?

   B: Keî hô a. Neĭ ne?

   A: Ngŏh to hô hô.

2. A: Neĭ hô mà?

   B: Hô, ngŏh hô hô.

3. A: K'uĭ kè saî-man-tsaî feî mà?

   B: M̄-feî, k'uĭ kè saî-man-tsaî m̀-feî. K'uĭ hô shaù.

4. A: Ni kòh nuĭ-yān* tîm-yeûng* ne?

   B: Kôh kòh nuĭ-yān* hô lèng. K'uĭ m̀-ko m̀-aî.

5. A: Kam-yât ni kòh hôk-shaang tîm-yeûng* à?

   B: Kam-yât ni kòh hôk-shaang keî hô.

6. A: Tsòk-yât kè t'in-heî tîm-yeûng* ne?

   B: Tsòk-yât kè t'in-heî fei-sheūng-chi hô, m̀-laăng m̀-ît.

7. A: Ts'în-yât laăng m̀-laăng à?

   B: M̄-laăng, ts'în-yât m̀-haî t'aaî laăng.

8. A: Neĭ kè t'aaî-t'aaî* kam-yât haî m̀-haî hô mōng ne?

   B: M̄-haî, k'uĭ kam-yât m̀-haî hô mōng. K'uĭ kam-yât hô tak-haān.

9. A: Kôh kà ch'e fei-sheūng-chi kwaî yik-waâk fei-sheūng-chi p'ēng à?

   B: Kôh kè ch'e m̀-haî fei-sheūng-chi kwaî, yîk-to m̀-haî fei-sheūng-chi p'ēng.

LESSON 11

ORAL MATERIAL - RECOMBINATION

10. A: Meĭ-Kwòk yăn hó ko, hó taaî, yik-waâk hó aî, hó saî.

B: Meĭ-Kwòk yăn hó ko, hó taaî; m̄-haî hó aî, hó saî.

11. A: Ni kaan paan-fŏng* kè ch'eung, ts'eŭng, moŏn, tim-yeûng* ne?

B: Ni kaan paan-fŏng* kè ch'eung, ts'eŭng, moŏn m̄-haî keî ko, yîk-to m̄-haî keî aî.

12. A: Kóh kòh naăm-yăn* kè saî-man-tsaî tîm-yeûng* à?

B: Kóh kòh naăm-yăn* kè saî-man-tsaî m̄-haî t'aaî feî, m̄-haî t'aaî shaù, yîk m̄-haî t'aaî taaî, t'aaî saî.

13. A: Kam-yât kè t'in-heî fei-sheŭng-chi hó, m̄-laăng m̄-ît. Neĭ huî m̄-huî kaai, maaĭ m̄-maaĭ yĕ ne?

B: Kam-yât kè t'in-heî fei-sheŭng-chi hó, m̄-laăng m̄-ît. Ngŏh huî kaai, ngŏh maaĭ yĕ.

14. A: Kam-yât t'aaî laăng. Neĭ tsô mi-yĕ à?

B: Kam-yât t'aaî laăng. Ngŏh m̄-huî kaai. Ngŏh tá tîn-wâ* peî ngŏh kè t'aaî-t'aaî*.

15. A: Leĭ Sin-Shaang, kam-yât mŏng mà?

B: Ngŏh kam-yât hó mŏng. Neĭ ne?

A: Ngŏh kam-yât yîk-to hó mŏng.

LESSON 11

WORD LIST

1.	t'in-heì	weather
2.	kam-yât	today
3.	tsòk-yât	yesterday
4.	ts'ìn-yât	day before yesterday
5.	kân-loì	recently, lately
6.	saì-man-tsaì	child, son
7.	keì	quite, a few, several, how? how many?
8.	t'aaì	too, excessively
9.	fei-sheūng-chi	extremely, exceedingly
10.	ko	tall, high, superior
11.	taaî	big, old in age, large
12.	saì	small, young, slender
13.	feì	fat, bulky, greasy
14.	shaù	skinny, thin
15.	laăng	cold, chilly
16.	ît	hot, warm
17.	aì	short in height
18.	mōng	busy
19.	kwooî	tired, weary
20.	kòk-tak	to feel

READING MATERIAL

1142

天 t'in: heaven; sky; celestial; day.

好天 hó t'in: fine weather

天氣 t'in-hei atmosphere· climate.

天聰 t'in ts'ung intelligence; ability.

天時 t'in-shi weather; season.

270

氣 hei: air; gas: temper

空氣 hung-hei: air

氣候 hei-hau: climate; temperature

氣力 hei-lik: strength

斷氣 t'uen hei: to die

1452

日 yât: the sun; a day; daily.

日用 yât yûng: daily expense; necessities.

日曆 yât-lik: calen ar.

日本 Yât-Poón: J.pan

天 氣 气 日

天 氣 日

天 氣 日

439

幾 keí: how many? how? a few; several.

幾時 keí-shi: when?

幾個 keí kòh: several.

幾多 keí-ton: how many?

第幾 taî-keí: which(of them)? what number?

592:

冷 laăng: cold; chilly.

冷淡 laăng-taâm: indifferent; dull.

冷笑 laăng siù: sneer; cynical laugh.

發冷 faàt laăng: to have a chill(malaria)

好冷 hó laăng: very cold (weather).

幾 几 冷





LESSON 11

READING MATERIAL

362

熱 ît: hot; heat; burning

天熱 t'in ît: hot weather; summer time

發熱 faat ît: fever

熱心 ît-sum: zealous; devoted

1079

大 taaî: great; big; noble.

大人 taaî-yăn: a grown man; a great man; your honor.

大半 taaî poon: more than half; mostly.

大雨 taaî uŭ: heavy rain.

大海 taaî hoí: high sea.

910

細 saì: small; fine; delicate.

細聲 saì sheng: in a whisper.

細心 saì-sam: heedful; careful.

熱 热 大 細

熱 大 細

熱 热 大 细

375

街 kaai: thoroughfare; street

出街 ch'ut kaai: to go out

行街 haãng kaai: to stroll about

街市 kaai-shĭ: market

1240

牆 ts'eũng: wall.

牆壁 ts'eũng-pik: wall.

街 牆

街 牆

街 墻 墙

LESSON 11

READING MATERIAL

黄先生講廣東話*，佢 kè 女* m̄-ooì 講廣東話*.

黄先生好 ko，好大，好 feī；佢 kè 女*好 aí，好細，好 shaù.

Kam-日天氣幾好，m̄-冷m̄-熱．黄先生 huì 街，佢 kè 女*亦都 huì 街；佢地 tá tîn-pò peí 黄太太*，亦都 keì ts'īn* peí 黄太太.

黄太太*sé sùn peí 黄先生，亦都 sùng yě peí 佢 kè 女*.

LESSON 11

WRITING MATERIAL

Character	Character Number	Stroke Number	Radical Number	Radical
講	504	17	149	言
廣	571	15	53	广
東	1356	8	75	木
話	1401	13	149	言
書	1008	10	73	曰

LESSON 12

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Pin chi uēn-pat ch'eūng kwȍh ni chi uēn-pat à?
   Pin kå ch'e kwaì kwȍh ni kå ch'e ne?
   Pin kȍh yān ko kwȍh ni kȍh yān à?
   Pin yat-kȍh saì-man-tsaì ts'ung-mìng kwȍh kóh kȍh saì-man-tsaì ne?
2. Pin yât kè t'in-heì laāng kwȍh kam-yât kè t'in-heì à?
   Neĭ kè ts'ìn* toh kwȍh pin-kȍh kè ts'ìn* ne?
   Ngōh kè ch'e saì kwȍh pin-kȍh kè ch'e à?
   Pin kȍh kè tsaì-nuĭ* shiû kwȍh pin-kȍh kè tsaì-nuĭ* ne?
3. Pin chi uēn-pat peì-kaaû ni chi uēn-pat ch'eūng ti à?
   Kóh yat-chi fân-pat peì pin yat-chi fân-pat tuên hó toh ne?
   Ts'ìn-maān peì-kaaû pin yat-maān nuēn hó toh à?
   Pin kaan hôk-haaû peì kóh kaan hôk-haaû taaì ti ne?
4. K'uĭ kè saì-man-tsaì yaŭ mŏ neĭ kè saì-man-tsaì kȍm ts'ung-mìng à?
   Neĭ kè ts'ìn* yaŭ mŏ k'uĭ kè ts'ìn* kȍm toh ne?
   Ngōh kè Kwóng-Tung Wâ* yaŭ mŏ k'uĭ kè Kwóng-Tung-Wâ* kȍm hó ne?
   Neĭ-teì kè paan-fōng* yaŭ mŏ k'uĭ-teì kè paan-fōng* kȍm taaì à?
5. Ngōh t'ūng neĭ t'ūng k'uĭ, pin-kȍh tsuì ko, pin kȍh chì aì à?
   Neĭ t'ūng k'uĭ t'ūng k'uĭ, pin kȍh chì taaì. pin kȍh tsuì saì ne?

LESSON 12

ORAL MATERIAL - STRUCTURAL PATTERNS

Ngŏh t'ūng neĭ t'ūng k'uĭ, ngŏh tsuì ko, k'uĭ chì aì.

Neĭ t'ūng k'uĭ t'ūng k'uĭ, neĭ chì taaî, k'uĭ tsuì saì.

6. Kôh chi uēn-pat ch'eūng kwòh ni chi uēn-pat.

   Nì kà ch'e kwaì kwòh ni kà ch'e.

   Ni yat-kòh yān ko kwòh ni kòh yān.

   Ni yat-kòh saì-man-tsaî ts'ung-mìng kwòh kôh yat-kòh saì-man-tsaî.

7. Tsòk-yât kè t'in-heì laāng kwòh kam-yât kè t'in-heì.

   Ngŏh kè ts'ìn* toh kwòh neĭ kè ts'ìn*.

   Neĭ kè ch'e saì kwòh ngŏh kè ch'e.

   K'uĭ kè tsaî-nuĭ* shiú kwòh neĭ kè tsaî-nuĭ*.

8. Kôh-yat-chi uēn-pat peî-kaaù ni-chi uēn-pat ch'eūng ti.

   Kôh-yat-chi fán-pat peî ni-yat-chi fán-pat tuén hó toh.

   Ts'ìn-māan peî-kaaù kam-maān nuēn hó toh.

   Ni kaan hôk-haaû peî kôh kaan hôk-haaû taaî ti.

9. K'uĭ kè saì-man-tsaî yaŭ neĭ kè saì-man-tsaî kôm ts'ung-mìng.

   K'uĭ kè saì-man-tsaì mŏ neĭ kè saì-man-tsaî kôm ts'ung-mìng.

   Ngŏh kè ts'ìn* yaŭ k'uĭ kè ts'ìn* kôm toh.

   Ngŏh kè ts'ìn* mŏ k'uĭ kè ts'ìn* kôm toh.


A
B
1
NO!
EATEN
YES
AND YOU?
2
CHALK
WHICH
is
LONGER
THAN
THIS
THIS
3
WHOSE
PENCIL
IS
SHORTER
Yours
4
NIGHT COLDER THAN THIS
LAST NIGHT
5
DAY WARMER THAN THIS
YESTERDAY
6
MORE MONEY
THAN
YOU
HE
(SHE)
7
FEWER
CHILDREN
WHO
THAN
8
Is or is NOT
his SON intelligent
AS MINE
YES!
9
AMONG YOU (he and I)
TALLEST
SHORTEST
TALLEST
SHORTEST
10
WHEN WILL YOU
LEAVE
TONIGHT
TODAY
AND YOU

LESSON 12

ORAL MATERIAL - DIALOGUE

1. A: Neĭ shîk-chôh faân meî à?

   B: Ngŏh shîk-chôh là. Neĭ ne?

   A: Ngŏh meî-shîk.

2. A: Pin yat-chi fán-pat ch'eŭng kwòh ni yat-chi fán-pat à?

   B: Kôh yat-chi fán-pat ch'eŭng kwòh ni yat-chi fán-pat.

3. A: Pin kôh kè uĕn-pat tuén kwòh neĭ kè uĕn-pat ne?

   B: Neĭ kè uĕn-pat tuén kwòh ngŏh ke uĕn-pat.

4. A: Pin yat-maăn peî-kaaù kam-maăn tùng ti à?

   B: Tsòk-maăn peî-kaaù kam-maăn tùng ti.

5. A: Pin yât peî-kaaù kam-yât nuĕn ti ne?

   B: Tsòk-yât peî-kaaù kam-yât nuĕn ti.

6. A: Pin kôh kè ts'ĭn* peî neĭ kè ts'ĭn* toh hó toh à?

   B: K'uĭ kè ts'ĭn* peî ngŏh kè ts'ĭn* toh hó toh.

7. A: Pin kôh kè tsaî nuĭ* peî neĭ kè tsaî nuĭ* shiú hó toh ne?

   B: K'uĭ kè tsaî nuĭ* peî ngŏh kè tsaî nuĭ* shiú hó toh.

8. A: K'uĭ kè saî-man-tsaî yaŭ mŏ ngŏh kè saî-man-tsaî kòm ts'ung-mîng à?

   B: Yaŭ, k'uĭ kè saî-man-tsaî yaŭ neĭ kè saî-man-tsaî kòm ts'ung-mîng.

9. A: Ngŏh t'ŭng neĭ t'ŭng k'uĭ, pin kôh tsuî ko, pin kôh chî aî ne?

   B: Neĭ t'ŭng ngŏh t'ŭng k'uĭ, neĭ tsuî ko, ngŏh chî aî.

10. A: Neĭ-teî keî shî tsaú à?

    B: Ngŏh-teî kam-yât tsaú. Neĭ-teî ne?

    A: Ngŏh-teî kam-maăn tsaú.

LESSON 12

TRANSLATION OF DIALOGUE

1. A: Have you eaten yet? (A form of greeting).

   B: Yes, I have eaten. And you?

   A: No, I haven't eaten yet.

2. A: Which piece of chalk is longer than this one?

   B: That piece of chalk is longer than this one?

3. A: Whose pencil is shorter than yours?

   B: Your pencil is shorter than mine.

4. A: Which night was colder than tonight?

   B: Last night was colder than tonight.

5. A: Which day was warmer than today?

   B: Yesterday was warmer than today.

6. A: Who has much more money than you have?

   B: He has much more money than I have.

7. A: Who has much fewer children than you have?

   B: He has much fewer children than I have.

8. A: Is his son as intelligent as mine?

   B: Yes, his son is as intelligent as yours.

9. A: Among you, he and I, who is the tallest, and who is the shortest?

   B: Among you, he and I, you are the tallest, and I am the shortest.

10. A: When will you leave?

    B: We will leave today. And you?

    A: We will leave tonight.

LESSON 12

ORAL MATERIAL - RECOMBINATION

1. A: Tsô-shān, tsô-shān.

   B: Tsô-shān, tsô-shān.

   A: Neĭ keĭ hô a-mā?

   B: Keĭ hô à. Neĭ ne?

   A: Ngŏh to hô hô.

2. A: Ni chi pat t'ūng kôh chi pat, pin chi kwaĭ kwòh pin chi à?

   B: Ni chi pat t'ūng kôh chi pat, ni yat-chi kwaĭ kwòh kôh yat-chi.

3. A: Kôh yat-cheung chĭ t'ūng ni yat-cheung chĭ, pin cheung ch'eūng kwòh pin cheung ne?

   B: Kôh cheung chĭ t'ūng ni cheung chĭ, ni cheung ch'eūng kwòh kôh cheung.

4. A: Ni cheung ĭ taaĭ kwòh kôh cheung ĭ hô toh, yik-waâk saĭ kwòh kôh cheung ĭ hô toh à?

   B: Ni cheung ĭ taaĭ kwòh kôh cheung ĭ hô toh, m-haĭ saĭ kwòh kôh cheung ĭ hô toh.

5. A: Ni kaan paan-fōng* kè hak-paân ch'eūng kwòh yik-waâk tuên kwòh kôh kaan paan-fōng* kè hak-paân?

   B: Ni kaan paan-fōng* kè hak-paân ch'eūng kwòh kôh kaan paan-fōng* kè hak-paân, m-haĭ tuên kwòh kôh kaan paan-fōng* kè hak-paân.

LESSON 12

ORAL MATERIAL - RECOMBINATION

6. A: Pin pô tsž-tîn peî-kaaù ni pô tsž-tîn hó ti ne?

   B: Kôh yat-pô tsž-tîn peî-kaaù ni pô tsž-tîn hó ti.

7. A: Pin yat-yât peî-kaaù kam-yât laǎng hó toh à?

   B: Tsòk-yât peî-kaaù kam-yât laǎng hó toh.

8. A: Pin kôh kè ts'în* peî Wōng Sin-Shaang kè ts'în* shiû hó toh ne?

   B: Leĭ Sin-Shaang kè ts'în* peî Wōng Sin-Shaang kè ts'în* shiû hó toh.

9. A: Pin kôh kè t'aaî-t'aaî* peî neĭ kè t'aaî-t'aaî* lèng ti à?

   B: Wōng Sin-Shaang kè t'aaî-t'aaî* peî ngŏh kè t'aaî-t'aaî* lèng ti.

10. A: Kam-yât neĭ yaŭ mŏ tsòk-yât kàm mōng à?

    B: Mŏ, kam-yât ngŏh mŏ tsòk-yât kàm mōng. Kam-yât ngŏh peî tsòk-yât tak-haān ti.

11. A: Tsòk-maǎn yaŭ mŏ ts'în-maǎn kòm laǎng ne?

    B: Mŏ, tsòk-maǎn mŏ ts'în-maǎn kòm laǎng. Tsòk-maǎn peî-kaaù ts'în-maǎn nuěn hó toh.

12. A: Neĭ kè Kwóng-Tung wâ* yaŭ mŏ neĭ kè Meĭ-Kwòk wâ* kòm hó à?

    B: Yaŭ, ngŏh kè Kwóng-Tung wâ* yaŭ ngŏh kè Meĭ-Kwòk wâ* kòm hó.

LESSON 12

ORAL MATERIAL - RECOMBINATION

13. A: Ngŏh t'ùng neĭ t'ùng k'uĭ kè Chung-Mān tsī̂ tìm-yeûng* ne?

    B: Neĭ t'ùng ngŏh t'ùng k'uĭ kè Chung-Mān tsī̂, ngŏh kè m̀-haî keî hó, k'uĭ kè hó ti, neĭ kè chì hó.

14. A: Ts'ìn-yât, tsòk-yât t'ùng kam-yât, keî shì kè t'in-heì chì tùng, keî shì kè t'in-heì tsuì ît à?

    B: Ts'ìn-yât, tsòk-yât t'ùng kam-yât, ts'ìn-yât chì tùng, tsòk-yât nuĕn hó toh, kam-yât tsuì ît.

15. A: Neĭ tsaú meî à?

    B: Ngŏh tsaú là. Neĭ ne?

    A: Ngŏh to tsaú là.

    B: Tsoì-kìn, tsoì-kìn.

    A: Tsoì-kìn, tsoì-kìn.

LESSON 12

WORD LIST

1.	ch'eŭng	long (in length and in time), merit
2.	tuén	short (in length and in time), deficient
3.	tùng	cold, chilly
4.	nuĕn	warm
5.	toh	many, much
6.	shiú	few, little, seldom, scanty
7.	chì	prefix for superlative degree
8.	tsuì	prefix for superlative degree
9.	peî-kaaù	to compare with
10.	peî	to compare with
11.	kwòh	than, a particle used for comparison
12.	kòm	so, to such a degree
13.	tsòk-maăn	last night
14.	kam-maăn	tonight
15.	ts'în-maăn	night before last
16.	t'ŭng	and, for, with; same, altogether
17.	tsaî-nuĭ*	children, son and daughter
18.	keî shî	when? what time?
19.	chóh	suffix for past tense
20.	meî	not yet

LESSON 12

READING MATERIAL

64

長 ch'eūng: long

長 cheúng: old, to grow, to exalt

長氣 ch'eūng-hei: tedious; long steamer; talkative.

長短 ch'eūng-tuén: merits & defects

家長 ka-cheúng: head of a family

長子 cheúng-tsí: eldest son

長大 cheúng-taaî to grow up

1340

短 tuén: short; brief; few.

長短 ch'eūng tuén: detail; good point and bad point; measurement.

短處 tuén-ch'uè: defect; shortcoming.

短命 tuén mêng: to die young.

1181

多 toh: many; much.

多數 toh-shò: majority; many.

多半 toh poòn: the larger part.

多少 toh-shiú: a certain quantity.

幾多 keí-toh: how much? how many?

長 长 短 多

長 短 多

長 短

1002

少 shiú, shiù: young; immature; few seldom; deficient.

多少 toh shiú: several; some.

太少 t'aaî shiú: too few.

少年人 shiù-nīn yān: a young man.

少時 shiù shī: in boyhood.

1294

昨 tsôk, tsòk: yesterday; recently; lately.

昨日 tsôk-yât: yesterday.

昨晚 tsôk-maăn: last night.

少 昨

少 昨

READING MATERIAL

404

今 kam: the present time; now

今日 kam-yât: today

今年 kam-nīn: this year

今生 kam-shaang: this life

至今 chì kam: until now

1254

前 ts'īn: in front, before; first; to go forward.

前日 ts'īn-yât: day before yesterday.

前途 ts'īn-t'ō. the future.

前進 ts'īn-tsùn: to go forward, to make progress.

661

晚 maăn: late, evening.

晚黑 maăn-haak: night; evening.

晚餐 maăn-ts'aan. supper.

晚間 maăn-kaan: during the night.

今　前　晚

477

高 ko: tall; lofty; eminent.

高等 ko táng: a high degree.

高尚 ko-sheûng: high principled; magnamimous.

高興 ko-hìng: pleased; to take pleasure in; joyful.

高貴 ko-kwaī: high class.

566

過 kwòh: to pass by; to pass over; finished.

過夜 kwòh yê: to pass the night.

過身 kwòh shan: to pass away; to die.

過時 kwòh shī: late.

過期 kwòh k'eī: expired; after the time fixed.

改過 koí-kwòh: to reform; to amend.

高　過　过



高　过

LESSON 12

READING MATERIAL

你 kè 車大過我 kè 車，亦都貴過我 kè 車。你 kè ts'īn* 多過我 kè ts'īn*，我 kè ts'īn* 少過 - ming 你 kè ts'īn*；我 kè 太太*高過你 kè 太太*，我 kè 女* ch'ung - 過你 kè 女*。

我地三 kòh 人，我高過你，你高過佢；我 chì 高，佢 chì aí。

我有 leŭng chi uēn-pat，ni chi peí kóh chi 長 ti，kóh chi peí ni chi 短 ti.

今晚 peí-kaaù 昨晚 nuén ti，昨晚 peí-kaaù 前晚 nuĕn ti；今晚冇昨晚 kòm tùng，昨晚冇前晚 kòm tùng.

WRITING MATERIAL

昨	Character Number 1294 Stroke Number 9	Radical Number 72 日
今	Character Number 404 Stroke Number 4	Radical Number 9 人
前	Character Number 1254 Stroke Number 9	Radical Number 18 刂，刀
日	Character Number 1452 Stroke Number 4	Radical Number 72 日
晚	Character Number 661 Stroke Number 12	Radical Number 72 日

LESSON 13

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ni ti faân hó m̄-hó-shîk?

   Kóh poón shue hó m̄-hó-t'aî?

   Ni t'iū lô hó m̄-hó-haāng?

   Kóh chi pat hó m̄-hó-sê?

2. Ni ti mi-yĕ hó-shîk?

   Kóh poón mi-yĕ hó-t'aî?

   Ni t'iū mi-yĕ hó-haāng?

   Kóh chi mi-yĕ hó-sê?

3. Ni ti faân tîm-yeûng*?

   Kóh poón shue tîm-yeûng*?

   Ni t'iū lô tîm - yeûng*?

   Kóh chi pat tîm-yeûng*?

4. Hó, ni ti faân hó-shîk.

   Hó, kóh poón shue hó-t'aî.

   Hó, ni t'iū lô hó-haāng.

   Hó, kóh chi pat hó-sê.

5. M̄-hó, ni ti faân m̄-hó-shîk.

   M̄-hó, kóh poón shue m̄-hó-t'aî.

   M̄-hó, ni t'iū lô m̄-hó-haāng.

   M̄-hó, kóh chi pat m̄-hó-sê.

6. Ni ti faân hó-shîk.

   Kóh poón shue keî hó-t'aî.

   Ni t'iū lô hó hó-haāng.

   Kóh chi pat fei-sheūng-chi hó-sê.

LESSON 13

ORAL MATERIAL - STRUCTURAL PATTERNS

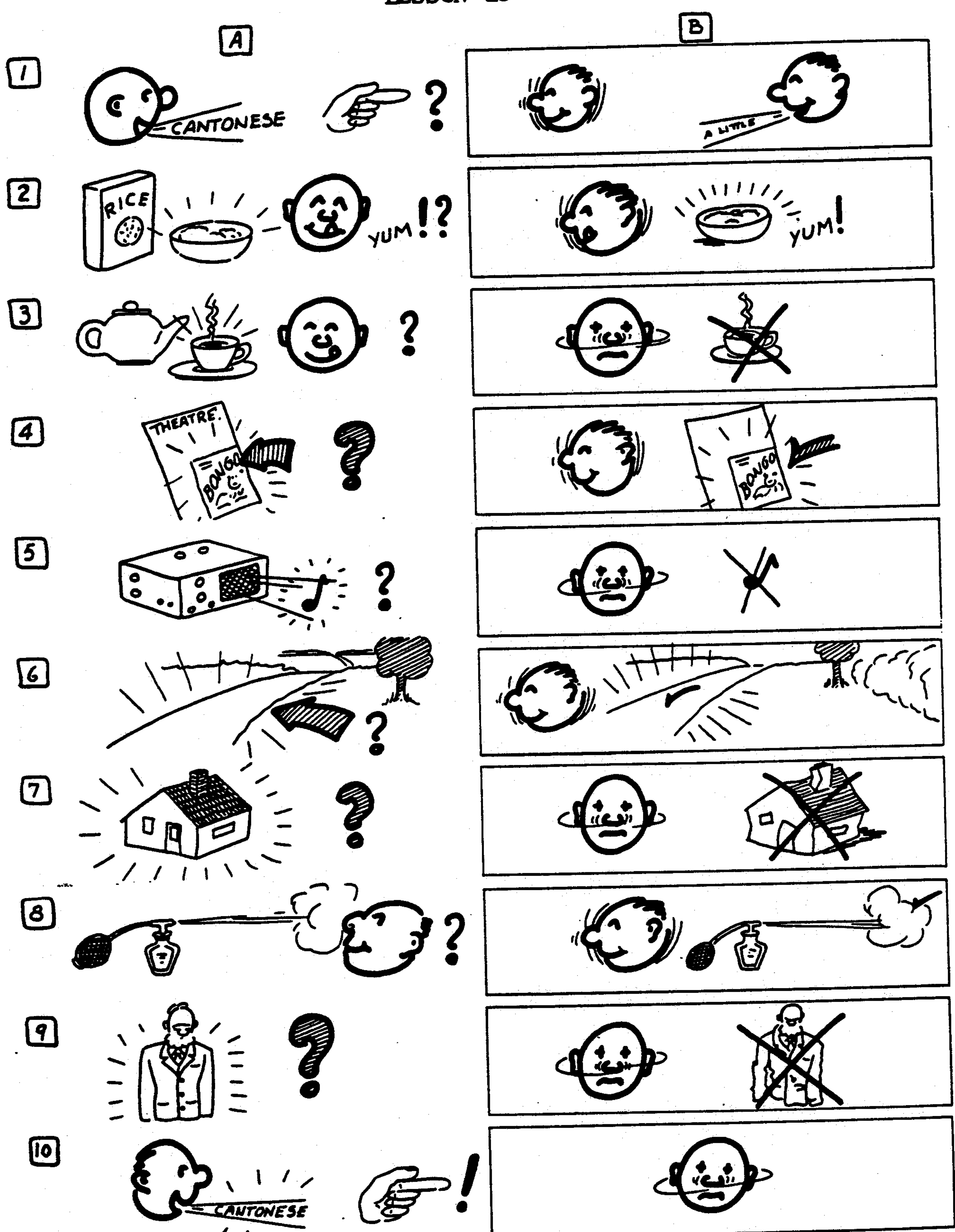
7. Ni ti faân m̂-hó-shîk.

   Kóh poón shue m̂-haî keî hó-t'aî.

   Ni t'iū lô m̂-haî hó hó-haāng.

   Kóh chi pat m̂-haî fei-sheûng-chi hó-sê.

LESSON 13


A
B
1
CANTONESE
A LITTLE
2
RICE
YUM!?
YUM!
3
4
THEATRE
BONGO
5
6
7
8
9
10
CANTONESE

LESSON 13

ORAL MATERIAL - DIALOGUE

1. A: Neĭ shik m̄-shik kóng Kwóng-Tung wâ* à?

   B: Shik, ngŏh shik kóng shiú shiú.

2. A: Ni ti faân hó m̄-hó-shîk à?

   B: Hó, ni ti faân hó-shîk.

3. A: Ni ti ch'ā hó m̄-hó-yám ne?

   B: M̄-hó, ni ti ch'ā m̄-hó-yám.

4. A: Ni ch'ut heì hó m̄-hó-t'aì à?

   B: Hó, kôh ch'ut heì hó hó-t'aì.

5. A: Ni ti yam-ngôk hó m̄-hó-t'eng ne?

   B: M̄-hó, ni ti yam-ngôk m̄-haî hó hó-t'eng.

6. A: Kôh t'iū lô hó m̄-hó-haāng à?

   B: Hó, ni t'iū lô keì hó-haāng.

7. A: Ni kaan uk hó m̄-hó-chuê ne?

   B: M̄-hó, kôh kaan uk m̄-haî keì hó-chuê.

8. A: Kôh chun heung-shuì hó m̄-hó-mān à?

   B: Hó, ni chun heung-shuì fei-sheūng-chi hó-mān.

9. A: Ni kîn shaam hó m̄-hó-cheùk ne?

   B: M̄-hó, kôh kîn shaam fei-sheūng-chi m̄-hó-cheùk.

10. A: Neĭ kóng Kwóng-Tung wâ* kóng tak hó hó.

    B: M̄-kám-tong, m̄-kám-tong.

LESSON 13

TRANSLATION OF DIALOGUE

1. A: Do you speak Cantonese?

   B: Yes, I do. I speak a little.

2. A: Is this rice delicious?

   B: Yes, this rice is delicious.

3. A: Is this tea good?

   B: No, this tea is not good.

4. A: Is this show good?

   B: Yes, that show is very good.

5. A: Is this music good?

   B: No, this music is not very good.

6. A: Is that road good?

   B: Yes, this road is quite good.

7. A: Is this house livable?

   B: No, that house is not too livable?

8. A: Is this perfume fragrant?

   B: Yes, this perfume is extremely fragrant.

9. A: Does this coat fit well?

   B: No, that coat does not fit well at all.

10. A: You speak Cantonese very well.

    B: Not at all.

LESSON 13

ORAL MATERIAL - RECOMBINATION

1. A: Neĭ kè t'aaì-t'aaì* t'ùng saì-man-tsaì to keì hó a-mă?

   B: K'uĭ-teî to hó hó. Neĭ-teî ne?

   A: Ngŏh-teî to keì hó.

2. A: Ni poón shue tîm-yeûng* à?

   B: Kóh poón shue hó hó-t'aì.

3. A: Kóh pô wâ*-pò tîm-yeûng* ne?

   B: Ni pô wâ*-pò mŏ kóh pô wâ*-pò kòm hó-t'aì.

4. A: Kóh ti ch'à hó m̀-hó-yám à?

   B: Hó, kóh ti ch'à keì hó-yám.

5. A: Ni ti kai hó m̀-hó-shîk ne?

   B: M̄-hó, ni ti kai m̀-haî keì hó-shîk.

6. A: Kóh ch'ut heì peì pin ch'ut heì hó-t'aì ti à?

   B: Kóh ch'ut heì peì ni ch'ut heì hó-t'aì ti.

7. A: Pin kaan uk peì-kaaù pin kaan uk hó-chuê hó toh ne?

   B: Ngŏh kè uk peì-kaaù Wòng Sin-Shaang kè uk hó-chuê hó toh.

8. A: Ni ti faân yaŭ mŏ kóh ti fán kòm hó-shîk à?

   B: Yaŭ, ni ti faân yaŭ kóh ti fán kòm hó-shîk.

9. A: Kóh cheung ì hó m̀-hó-ts'ŏh kwòh ni cheung ì ne?

   B: Hó-ts'ŏh kwòh, kóh cheung ì hó-ts'ŏh kwòh ni cheung ì hó toh.

10. A: Faân, fán, t'ùng kai, pin ti chì hó-shîk, pin ti mŏ kòm hó-shîk; pin ti chì m̀-hó-shîk à?

    B: Faân, fán, t'ùng kai, kai chì hó-shîk; fán mŏ kòm hó-shîk; faân chì m̀-hó-shîk.

LESSON 13

ORAL MATERIAL - RECOMBINATION

11. A: Neĭ kè pat, ngŏh kè pat, t'ũng k'uĭ kè pat, pin kòh kè pat tsuì m̀-hó-sé; pin kòh kè pat hó-sé ti; pin kòh kè pat tsuì hó-sé ne?

B: Ngŏh kè pat, neĭ kè pat, t'ũng k'uĭ kè pat, ngŏh kè pat tsuì m̀-hó-sé; k'uĭ kè pat hó-sé ti; neĭ kè pat tsuì hó-sé.

12. A: Kwóng-Tung wâ* t'ũng Meĭ-Kwòk wâ*, Kwóng-Tung wâ* hó-hôk ti, yik-waâk Meĭ-Kwòk wâ* hó-hôk ti à?

B: Kwóng-Tung wâ* t'ũng Meĭ-Kwòk wâ*, Meĭ-Kwòk wâ* peì Kwóng-Tung wâ* hó-hôk ti.

13. A: Chung-Kwòk heì t'ũng Meĭ-Kwòk heì, Chung-Kwòk heì hó-t'aì hó toh, yik-waâk Meĭ-Kwòk heì hó-t'ai hó toh ne?

B: Chung-Kwòk heì t'ũng Meĭ-Kwòk heì, Meĭ-Kwòk heì peì-kaaû Chung-Kwòk heì hó-t'aì hó toh.

14. A: Ni t'iũ lô, kóh t'iũ lô, t'ũng kóh yat-t'iũ lô, pin t'iũ hó-haāng; pin t'iũ fei-sheũng-chi hó-haāng; pin t'iũ m̀-haî keì hó-haāng à?

B: Ni t'iũ lô, kóh t'iũ lô, t'ũng kóh yat-t'iũ lô, ni t'iũ lô keì hó-haāng; kóh t'iũ lô fei-sheung-chi hó-haāng; kóh yat-t'iũ lô m̀-haî keì hó-haāng.

15. A: Neĭ keì shì huì Lûk-Kwan Uĕ-Īn Hôk-Haaû à?

B: Ngŏh kam-yât huì Lûk-Kwan Uĕ-Īn Hôk-Haaû. Neĭ keì shì faan uk-k'eì?

A: Ngŏh kam-maān faan uk-k'eì.

LESSON 13

WORD LIST

1.	haàk-heî	to stand on ceremony, to be overly formal
2.	m̂-hó	do not, had better not, not good
3.	ts'eng, ts'îng	please! to invite, request
4.	yám	to drink
5.	ch'ā	tea
6.	ch'ut	AN; to go out, come out, rise, put out
7.	heì	movie, show, theatrical performance; to make fun of
8.	t'aî	to look, see, visit
9.	yam-ngôk	music
10.	t'eng	to listen to, obey
11.	t'iū	AN
12.	lô	road, way
13.	haāng lô	to walk
14.	chuê	to reside
15.	tsun	bottle
16.	heung-shuî	perfume
17.	mān	to smell
18.	shaam	coat, garment, dress
19.	cheùk shaam	to get dressed, put on clothes
20.	ts'ŏh	to sit, to sit down
21.	m̂-kóm-tong	not at all, thank you for your compliment

LESSON 13

READING MATERIAL

1231

請 ts'íng, ts'éng: to request; to invite; to engage.

請假 ts'íng kà: to ask for leave.

請坐 ts'íng ts'ŏh: please be seated.

請願書 ts'íng-uên shue: a petition.

155

出 ch'ut: out; to go out; put out

出街 ch'ut kaai: to go out

出聲 ch'ut sheng: to utter

出貨 ch'ut fâ: to let

出口 ch'ut haú: export

320

去 huì: to go; go away; depart

去世 huì shaì: to die; pass away

去年 huì-nîn: last year

過去 kwoh-huì: past; to pass

去街 huì kaai: to go out

請 出 去

請 出 去

请 出 去

659

買 maaǐ: to buy; to purchase.

買賣 maaǐ maaî: to buy and sell; to trade.

買辦 maaǐ-fân*: comprador.

買手 maaǐ-shaú: commercial buyer.

買主 maaǐ chué: the buyer; purchaser.

177

粉 fán: flour; powder

麵粉 mîn-fán: wheat flour

通心粉 t'ung-sam-fán: macaroni

搽粉 ch'a fán: to put powder on face

買 粉



粉

买 粉

LESSON 13

READING MATERIAL

124

住 chuê: to abide; dwell;

住家 chuê-ka: a residence

守住 shaú-chuê: guard

居住 kui-chuê: live in

住客 chuê-hak: tenant

1015

水 shuí: water.

順水 shûn shuí: favorable tide or current; following the current.

水手 shuí-shaú: sailor.

673

聞 mān: to hear; to smell; fame.

聽聞 t'eng-mān: to hear

新聞 san-mān: news.

聞人 mān-yān: famous person.

住 水 聞

住 水 聞

住 水 闻

1106

睇 t'aí: to look at; to gaze; to observe.

睇見 t'aí-kin: to see.

睇書 t'aí shue: to read (silently).

1131

聽 t'eng, t'ing: to hear; to listen; to obey.

聽見 t'eng-kin: to hear.

聽話 t'eng-wá: docile; obedient.

聽講 t'eng kóng: hearsay.

睇 聽 听

睇 聽

睇 聽 聽 听

LESSON 13

READING MATERIAL

今日黄先生 m̄-讀書，佢 t'ūng 黄太太* 去街買 yĕ. 黄先生買中文書，亦都買英文書，kóh ti 書好好睇．黄太太* 買 shaam, 買 heung-水. Kóh kîn shaam 幾好 cheùk, kóh tsun heung-水幾好聞．

佢地睇 heì, kóh ch'ut 係中國 kè heì, kóh ch'ut heì m̄-係幾好睇；佢地聽 yam-ngôk, kóh ti 係廣東 kè yam-ngôk, kóh ti yam-ngôk m̄-係幾好聽；佢地買 uk, kóh 間 uk m̄-係幾好住．

佢地 kè 先生今晚 tá tîn-wâ* peí 佢地，請佢地 shîk 晚 faân; kóh ti faân m̄-係幾好 shîk.

LESSON 13

WRITING MATERIAL

美

Character Number 683 Radical Number 123
Stroke Number 9 ⺷ , 羊

英

Character Number 1485 Radical Number 140
Stroke Number 9 艹 , 艸

國

Character Number 569 Radical Number 31
Stroke Number 11 口

好

Character Number 291 Radical Number 38
Stroke Number 6 女

住

Character Number 124 Radical Number 9
Stroke Number 7 亻, 人

LESSON 14

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ch'ân Siú-Tsê haî ni shuè mà?

   Wōng Sin-Shaang haî k'uĭ tô mà?

   Leĭ Siú-Tsê haî paan-fōng* tô mà?

   Cheung Sin-Shaang haî hôk-haaû shuè mà?

2. Ch'ân Siú-Tsê haî m̄-haî ni shuè?

   Wōng Sin-Shaang haî m̄-haî k'uĭ tô?

   Leĭ Siú-Tsê haî m̄-haî paan-fōng* tô?

   Cheung Sin-Shaang haî m̄-haî hôk-haaû shuè?

3. Neĭ kè nuĭ* î-ka haî pin shuè?

   K'uĭ kè tsaî în-tsoî haî pin tô?

   Ngŏh kè p'âng-yaŭ ts'în-yât haî pin tô?

   K'uĭ kè foô-ts'an tsŏk-yât haî pin shuè?

4. Neĭ kè nuĭ* keî-shî haî ni shuè?

   K'uĭ kè tsaî keî-shî haî paan-fōng* tô?

   Ngŏh kè p'âng-yaŭ keî-shî haî kôh tô?

   K'uĭ kè foô-ts'an keî-shî haî hôk-haaû tô?

5. Ī-ka k'uĭ-teî haî pin shuè?

   Ts'în-yât neĭ haî pin shuè?

   În-tsoî neĭ kè tsaî haî pin shuè?

   Tsŏk-yât k'uĭ kè mō-ts'an haî pin shuè?

6. Haî shuè, Ch'ân Siú-Tsê haî ni shuè.

   M̄-haî shuè, Ch'ân Siú-Tsê m̄-haî ni shuè.

   Haî-tô, Wōng Sin-Shaang haî k'uĭ tô.

   M̄-haî-tô, Wōng Sin-Shaang m̄-haî k'uĭ tô.

ORAL MATERIAL - STRUCTURAL PATTERNS

7. Ngŏh kè nuĭ* ì-ka haî ni shuè.

   K'uĭ kè tsaî în-tsoî haî paan-fōng* tô.

   Neĭ kè p'aăng-yaŭ ts'ìn-yât haî kôh tô.

   K'uĭ kè foô-ts'an tsòk-yât haî hôk-haaû tô.

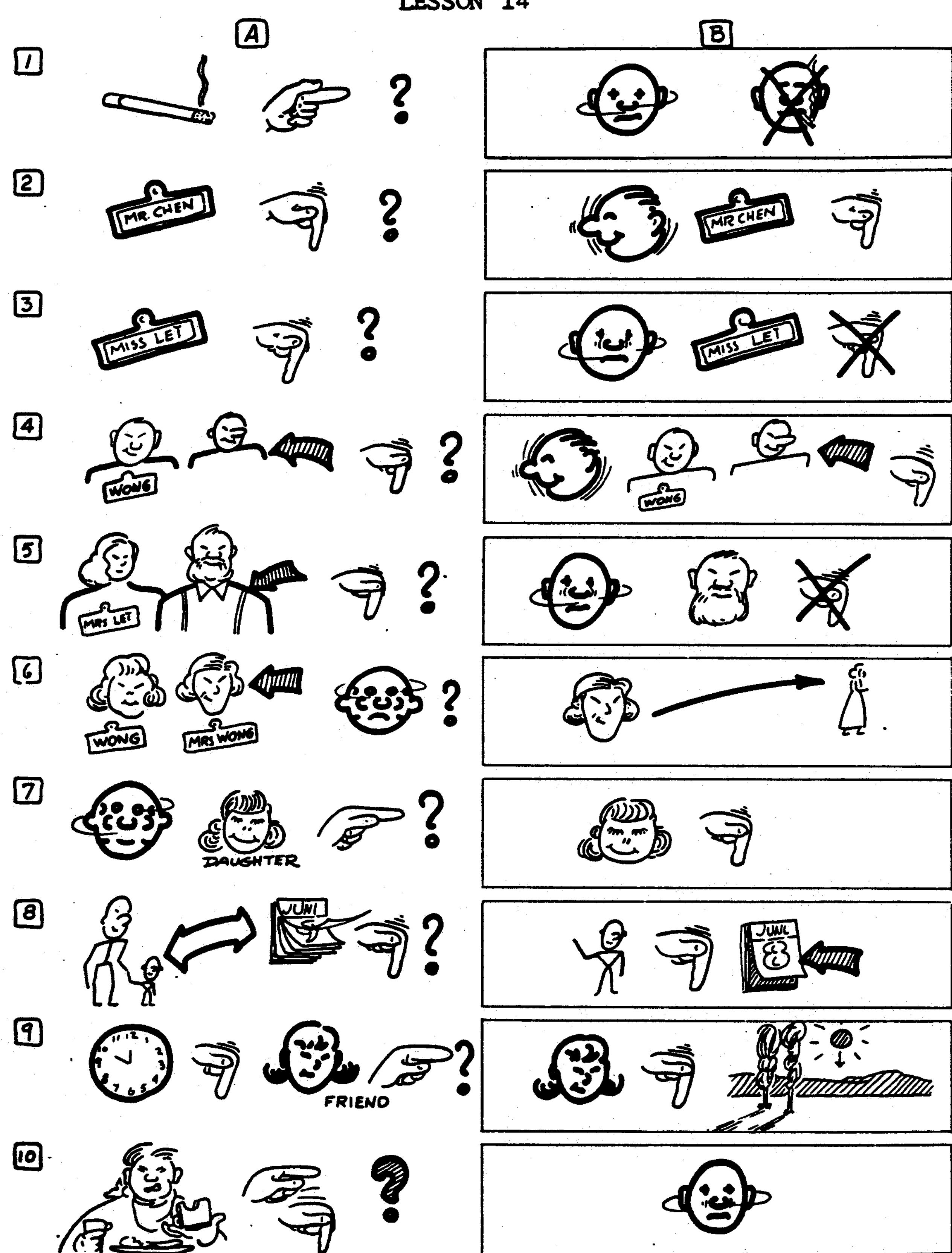
8. Ī-ka k'uĭ haî ni shuè.

   Ts'ìn-yât ngŏh haî k'uĭ shuè.

   În-tsoî ngŏh kè tsaî haî Yât-Poôn tô.

   Tsòk-yât k'uĭ kè mŏ-ts'an haî kôh tô.

LESSON 14



A
B
1
2
MR. CHEN
MR CHEN
3
MISS LET
MISS LET
4
WONG
WONG
5
MRS LET
6
WONG
MRS WONG
7
DAUGHTER
8
JUNI
JUNE
8
9
FRIEND
10

LESSON 14

ORAL MATERIAL - DIALOGUE

1. A: Neĭ shîk in mà?

   B: Toh-tsê, toh-tsê. Ngŏh m̀-shîk in.

2. A: Ch'ăn Sin-Shaang haî shuè mà?

   B: Haî shuè, Ch'ăn Sin-Shaang haî shuè.

3. A: Leĭ Siú-Tsé ì-ka haî tô mà?

   B: M̄-haî tô, Leĭ Siú-Tsé ì-ka m̀-haî tô.

4. A: Wŏng Sin-Shaang kè p'aăng-yaŭ haî m̀-haî shuè à?

   B: Haî shuè, Wŏng Sin-Shaang kè p'aăng-yaŭ haî shuè.

5. A: Leĭ T'aai-T'aai* kè foô-ts'an în-tsoî haî m̀-haî tô ne?

   B: M̄-haî tô, Leĭ T'aai-T'aai* kè foô-ts'an în-tsoî m̀-haî tô.

6. A: Wŏng Siú-Tsé kè mŏ-ts'an haî pin-shuè à?

   B: Wŏng Siú-Tsé kè mŏ-ts'an haî kóh shuè.

7. A: Neĭ kè nuĭ* ì-ka haî pin-tô ne?

   B: Ngŏh kĕ nuĭ* ì-ka haî ni-tô.

8. A: K'uĭ kè tsaî keî shî haî shuè à?

   B: K'uĭ kè tsaî kam-yât haî shuè.

9. A: Neĭ kè nuĭ p'aăng-yaŭ kam-yât keî shî haî tô ne?

   B: Ngŏh kè nuĭ p'aăng-yaŭ kam-yât hâ-nĝ haî tô.

10. A: Haî ngŏh tô shîk ts'aan pîn faân. Hó mà?

    B: M̄-hó lòh. Toh-tsê shaaî lòh. M̄-hó haâk-heî lòh.

LESSON 14

TRANSLATION OF DIALOGUE

1. A: Do you smoke?

   B: No, thanks. I don't smoke.

2. A: Is Mr. Ch'ăn here?

   B: Yes, Mr. Ch'ăn is here.

3. A: Is Miss Leĭ here now?

   B: No, Miss Leĭ is not here now.

4. A: Is Mr. Wŏng's friend here?

   B: Yes, Mr. Wŏng's friend is here.

5. A: Is Mrs. Leĭ's father here now?

   B: No, Mrs. Leĭ's father is not here now.

6. A: Where is Miss Wŏng's mother?

   B: Miss Wŏng's mother is there.

7. A: Where is your daughter now?

   B: My daughter is here now.

8. A: When will his son be here?

   B: His son will be here today.

9. A: When will your girl friend be here today?

   B: My girl friend will be here this afternoon.

10. A: Have dinner at my place, how about it?

    B: No, thanks. Please don't stand on ceremony.

LESSON 14

ORAL MATERIAL - RECOMBINATION

1. A: Leĭ Sin-Shaang, neĭ kam-yât mōng mâ?

   B: Ngŏh kam-yât hó mōng. Neĭ ne?

   A: Ngŏh m̄-haî keî mōng.

2. A: Ī-ka pin kòh haî paan-fōng* shuè à?

   B: Ī-ka hôk-shaang t'ūng sin-shaang haî paan-fōng* shuè.

3. A: Pin kòh ī-ka haî hôk-haaû tô ne?

   B: Ngŏh kè hôk-shaang ī-ka haî hôk-haaû tô.

4. A: Neĭ tsòk-yât haî pin shuè à?

   B: Ngŏh tsòk-yât haî uk-k'eî shuè.

5. A: Ts'ìn-maăn neĭ kè t'aaî-t'aaî* haî pin tô ne?

   B: Ts'ìn-maăn ngŏh kè t'aaî-t'aaî* haî k'uĭ kè mŏ-ts'an tô.

6. A: Wōng Sin-Shaang în-tsoî haî m̄-haî uk-k'eî à?

   B: Haî, Wōng Sin-Shaang în-tsoî haî uk-k'eî.

7. A: Kam-maăn Leĭ Siû-Tsê haî m̄-haî ni shuè ne?

   B: M̄-haî shuè, kam-maăn Leĭ Siû-Tsê m̄-haî ni shuè.

8. A: Ch'ān Sin-Shaang ī-ka m̄-haî ni tô, k'uĭ haî pin tô à?

   B: Ch'ān Sin-Shaang ī-ka m̄-haî ni tô, k'uĭ haî paan-fōng* tô.

9. A: Kam-yât neĭ kè nuĭ p'aāng-yaŭ m̄-haî uk-k'eî, k'uĭ haî pin shuè ne?

   B: Kam-yât ngŏh kè nuĭ p'aāng-yaŭ m̄-haî uk-k'eî, k'uĭ haî k'uĭ kè p'aāng-yaŭ shuè.

LESSON 14

ORAL MATERIAL - RECOMBINATION

10. A: Neĭ kè ch'e ì-ka haì pin tô à?

    B: Ngŏh kè ch'e ì-ka haì ngŏh kè foô-ts'an tô.

11. A: În-tsoì neĭ kè sin-shaang m̀-haì Chung-Kwòk, k'uĭ haì pin shuè ne?

    B: În-tsoì ngŏh kè sin-shaang m̀-haì Chung-Kwòk, k'uĭ haì Meĭ-Kwòk.

12. A: Lûk-Kwan Uĕ-Īn Hôk-Haaû haì pin tô à?

    B: Lûk-Kwan Uĕ-Īn Hôk-Haaû haì kôh t'iū fei-sheūng-chi taaì kè lô tô.

13. A: Ī-ka kôh ti shue, pat, pô*, chì, wâ*-pò, pò-chì haì paan-fōng* shuè, yik-waâk m̀-haì paan-fōng* shuè?

    B: Ī-ka kôh ti shue, pat, pô*, chì, wâ*-pò, pò-chì haì paan-fōng* shuè.

14. A: Kôh ti ì, t'oì*, tsẑ-tìn, fân-pat, uēn-pat, hak-paân în-tsoì haì hôk-haaû tô, yik-waâk haì ni tô à?

    B: Kôh ti ì, t'oì*, tsẑ-tìn, fân-pat, uēn-pat, hak-paân în-tsoì haì hôk-haaû tô, m̀-haì ni tô.

15. A: Tsòk-yât neĭ huì pin shuè à?

    B: Tsòk-yât ngŏh huì Lûk-Kwan Uĕ-Īn Hôk-Haaû. Neĭ ne?

    A: Tsòk-yât ngŏh huì ngŏh kè p'aāng-yău kè uk-k'eì.

LESSON 14

WORD LIST

1. siú-tsê — Miss, young lady
2. p'aāng-yaŭ — friend
3. nuĭ p'aāng-yaŭ — girl friend
4. Ch'ān — surname
5. mŏ-ts'an — mother
6. foô-ts'an — father
7. tsaî — son
8. nuĭ* — daughter
9. tô — place suffix, place, measure, degree, AN
10. shuè — place suffix, place
11. ī-ka — now
12. în-tsoî — now
13. hâ-nğ — afternoon
14. ts'aan — meal, AN
15. pîn faân — ordinary meal (humble form)
16. in — cigarette, smoke
17. toh-tsê — to thank
18. haî — to be at, on, in
19. lòh — final particle
20. saaì — entirely, completely, all

LESSON 14

READING MATERIAL

247

喺 hai: to be at; in; on; under

喺處 hai shuè: (he, it) is here

喺屋企 hai uk-k'ei: at home

1036

小 siú: small; tiny; petty.

小心 siú-sam: be careful.

小弟 siú-tai: my humble self.

1226

姐 tsé: elder sister.

大姐 taai-tsé my elder sister.

小姐 siú-tsé: young lady; miss.

姐夫 tsé-foo: sister's husband.

喺 小 姐

喺 小 姐

喺 小 姐

214

父 foô: father

父親 foô-ts'an: father

神父 shan-foô: Catholic priest

父老 foô-lò: village elders

701

母 mǒ: mother.

母親 mǒ-ts'an: mother.

老母 lò-mǒ: mother.

後母 hau-mǒ: stepmother.

外母 ngoi-mǒ: mother-in-law.

父 母

父 母

父 め

LESSON 14

READING MATERIAL

1216

親 ts'an: personal; close to; relative.

親手 ts'an-shaú: with own hands; personally; in person.

親愛 ts'an-oi: dear; beloved; to love dearly.

親戚 ts'an-ts'ik: relative; kindred.

369

家 ka: household; family; profession; professional man.

家人 ka-yăn: family.

大家 taai-ka: all of us.

專家 chuen-ka: specialist

外交家 ngoi-kaau ka: diplomat.

125

處 ch'uè: a location

處 shuè: place

用處 yung-ch'uè: function; usefulness

好處 hó-ch'uè: benefit; advantage

邊處 pin-shuè: where?

辦事處 paan-si-ch'uè: office.

親 親 親



家 家



處 处 處 處

829

朋 p'ăng: friend; associate.

朋 p'aăng.

朋友 p'ăng-yaŭ: friend.

患難朋友 waan-naan p'ăng-yaŭ: a friend in need.

1463

友 yaŭ: friend; companion; friendly.

親友 ts'an-yaŭ: relative and friend.

交友 kaau yaŭ: to associate with.

友邦 yaŭ-pong: friendly country.

朋 朋 朋

友 友 友

LESSON 14

READING MATERIAL

黃小姐係李先生 kè 女朋友· 佢地都係美國陸軍語言學校 kè 學生· 佢地都好 ch'ung-mīng · 佢地今日都喺 ni 處, 佢地 ī- 家讀中文書·

黃小姐有父親, 有母親· 佢 kè 父親幾高, 幾 feī, 幾大; 佢 kè 母親 aí ti , 細 ti, shaù ti . 佢地 în-tsoî m̄-喺 ni-tô , 佢地喺中國·

李先生亦都有父母; 佢地都 m̄- 係好高, m̄- 係好 feī , m̄- 係好大 , ī- 家佢地都 m̄- 喺 ni -處, 佢地 în-tsoî 喺英國 .

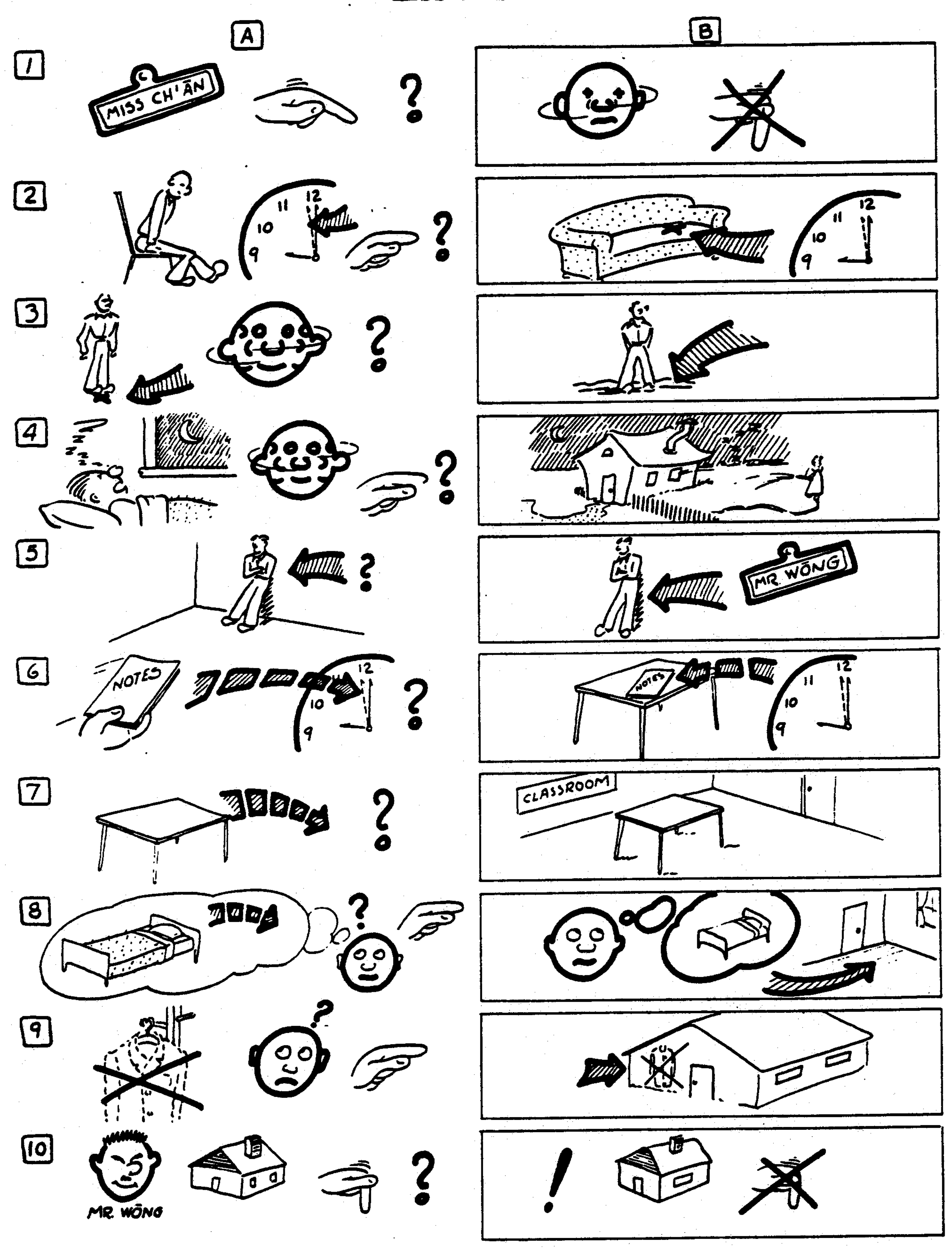
WRITING MATERIAL

父	Character Number 214				Radical Number 88			
	Stroke Number 4				父			
	ノ	ハ	ク	父				
母	Character Number 701				Radical Number 80			
	Stroke Number 5				毋			
	ㄑ	𠃊	毋	毋	母			
男	Character Number 729				Radical Number 102			
	Stroke Number 7				田			
	丨	冂	冃	日	田	男	男	
女	Character Number 775				Radical Number 38			
	Stroke Number 3				女			
	ㄑ	夂	女					
大	Character Number 1079				Radical Number 37			
	Stroke Number 3				大			
	一	ナ	大					

LESSON 15

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Chìng-wâ k'uĭ ts'ŏh haî pin tô?
   Ī-ka kôh-poón shue fòng haî pin shuè?
   Tsòk-yât ni cheung î chai haî pin shuè?
   În-tsoî neĭ kè nuĭ* k'eî haî pin tô?
2. K'uĭ chìng-wâ fàn haî pin shuè?
   Kôh poón shue î-ka tân haî pin tô?
   Ni cheung î tsòk-yât laû haî pin tô?
   Neĭ kè nuĭ* în-tsoî pâng haî pin shuè?
3. Chìng-wâ pin kòh ts'ŏh haî ni tô?
   Ī-ka pin poón shue fòng haî t'oî* tô?
   Tsòk-yât pin cheung î chai haî ni kaan paan-fōng* shuè?
   În-tsoî pin kòh kè nuĭ* k'eî haî ni cheung-ch'ōng shuè?
4. Chìng-wâ k'uĭ ts'ŏh haî ni tô.
   Ī-ka kôh poón shue fòng haî t'oî* tô.
   Tsòk-yât ni cheung î chai haî ni kaan paan-fōng* shuè.
   În-tsoî ngŏh kè nuĭ* k'eî haî ni cheung ch'ōng shuè.
5. K'uĭ chìng-wâ fàn haî ni-cheung-ch'ōng-tô.
   Kôh poón shue î-ka tân haî kôh cheung t'oî* shuè.
   Ni cheung î tsòk-yât laû haî ni kaan paan-fōng* shuè.
   Ngŏh kè nuĭ* în-tsoî pâng haî ni kòh haak-paán tô.


A
B
1
MISS CH'ĀN
2
3
4
5
MR. WŌNG
6
NOTES
7
CLASSROOM
8
9
10
MR. WŌNG

LESSON 15

ORAL MATERIAL - DIALOGUE

1. A: Ts'ing mân Ch'ăn Siú-Tsé hai shuè mà?

   B: Tui-m-chuê, k'uĭ m-hai shuè. Yaŭ mi-yĕ ne?

   A: Mŏ mi-yĕ. Ngŏh lai ts'ŏh hă che.

2. A: Ching-wâ neĭ ts'ŏh hai pin tô à?

   B: Ching-wâ ngŏh ts'ŏh hai ni cheung shoh-fà* tô.

3. A: K'uĭ i-ka k'eĭ hai pin shuè ne?

   B: K'uĭ i-ka k'eĭ hai teî* shuè.

4. A: Tsŏk-maăn neĭ-teî fàn hai pin tô à?

   B: Tsŏk-maăn ngŏh-teî fàn hai k'uĭ kè uk-k'eî tô.

5. A: Pin kŏh i-ka pâng hai kôh pûng ts'eŭng shuè ne?

   B: Wŏng Sin-Shaang i-ka pâng hai kôh pûng ts'eŭng shuè.

6. A: Ching-wâ ni pô pô* chai hai pin tô à?

   B: Ching-wâ ni pô pô* chai hai kôh cheung t'oi* tô.

7. A: Kôh cheung t'oi* i-ka tân hai pin shuè ne?

   B: Kôh cheung t'oi* i-ka tân hai kôh kaan paan-fŏng* shuè.

8. A: Ni cheung ch'ŏng fòng hai pin tô à?

   B: Ni cheung ch'ŏng fòng hai kôh kaan fŏng* tô.

9. A: Neĭ kè lau laû hai pin shuè ne?

   B: Ngŏh kè lau laû hai kôh kaan laŭ* shuè.

10. A: Ts'ing mân Wŏng Sin-Shaang hai tô chuê mà?

    B: Ôh! K'uĭ m-hai tô chuê.

    A: K'uĭ hai pin shuè chuê à?

    B: K'uĭ hai k'uĭ kè p'aăng-yaŭ shuè chuê.

LESSON 15

TRANSLATION OF DIALOGUE

1. A: Excuse me. Is Miss Ch'ān in?

   B: I am sorry. She isn't in. What can I do for you?

   A: Nothing important. I just dropped in.

2. A: Where did you sit a moment ago?

   B: I sat on this sofa a moment ago.

3. A: Where does he stand now?

   B: He stands on the ground.

4. A: Where did you sleep last night?

   B: We slept at his home last night.

5. A: Who leans against that wall now?

   B: Mr. Wōng leans against that wall.

6. A: Where was this notebook placed a moment ago?

   B: This notebook was placed on that table a moment ago.

7. A: Where is that table placed now?

   B: That table is placed in that classroom.

8. A: Where do you want to put this bed?

   B: I want to put this bed in that room.

9. A: Where did you leave your overcoat?

   B: I left my overcoat in that building.

10. A: May I ask if Mr. Wōng lives here?

    B: Oh, he does not live here.

    A: Where does he live?

    B: He lives in his friend's place.

LESSON 15

ORAL MATERIAL - RECOMBINATION

1. A: Leĭ Siû-Tsê, haî ngŏh tô ts'ŏh hă, shîk ts'aan pîn faân. Hó mà?

   B: M̄-hó lòh, Ch'ān Sin-Shaang. Toh-tsê saaî lòh. Ī-ka ngŏh m̄-tak-haān. T'ing-yât hó mà?

   A: Hó à.

2. A: Ī-ka neĭ chuê haî pin shuè à?

   B: Ī-ka ngŏh chuê haî ngŏh kè p'aāng-yaŭ shuè.

3. A: Neĭ kè hôk-shaang chìng-wâ k'eĭ haî pin tô ne?

   B: Ngŏh kè hôk-shaang chìng-wâ k'eĭ haî kôh kaan paan-fōng* tô.

4. A: Pin kôh tsòk-yât fàn haî ni cheung ch'ōng shuè à?

   B: Ngŏh kè saî-man-tsaî tsòk-yât fàn haî ni cheung ch'ōng shuè.

5. A: Ī-ka pin kôh pâng haî pûng ts'eūng tô ne?

   B: Ī-ka ngŏh kè sin-shaang pâng haî pûng ts'eūng tô.

6. A: Keî shî neĭ kè naām p'aāng-yaŭ k'eĭ haî kôh t'iū lô shuè à?

   B: Chìng-wâ ngŏh kè naām p'aāng-yaŭ k'eĭ haî kôh t'iū lô shuè.

7. A: Ni ti hak-paán, î t'ūng t'oî* keî shî chai haî kôh kaan paan-fōng* tô à?

   B: Ni ti hak-paán, î t'ūng t'oî* t'ing-yât chai haî kôh kaan paan-fōng* tô.

LESSON 15

ORAL MATERIAL - RECOMBINATION

8. A: Neĭ ì-ka fàn haî tô; neĭ tsô mi-yĕ ne?

B: Ngŏh ì-ka fàn haî tô, ngŏh t'eng Chung-Kwòk yam-ngôk, t'ūng t'aî Meĭ-Kwòk wâ*-pò.

9. A: K'uĭ kè foô-ts'an t'ūng mŏ-ts'an m̄-haî uk-k'eî shuè; k'uĭ-teî tsô mi-yĕ à?

B: K'uĭ kè foô-ts'an t'ūng mŏ-ts'an m̄-haî uk-k'eî shuè; k'uĭ-teî haāng kaai, maaĭ yĕ, t'aî heì.

10. A: Ngŏh-teî ts'ŏh haî ni kaan fōng* nuĕn ti, yik-waâk ts'ŏh haî kôh kaan fōng* nuĕn ti ne?

B: Ngŏh-teî ts'ŏh haî ni kaan fōng* nuĕn ti; ts'ŏh haî kôh kaan fōng* hó laāng.

11. A: Ni kîn lau tân haî ni kaan laū* hó ti, yik-waâk tân haî kôh kaan laū* hó ti à?

B: Ni kîn lau tân haî ni kaan laū* hó hó toh. Tán haî kôh kaan laū* m̄-haî keî hó.

12. A: Ngŏh-teî m̄-haî hó kwooî. Ngŏh-teî ts'ŏh haî ni cheung shoh-fà* hó ti, yik-waâk fàn haî kôh cheung ch'ōng hó ti ne?

B: Neĭ-teî m̄-haî hó kwooî. Neĭ-teî ts'ŏh haî ni cheung shoh-fà* hó ti. Fàn haî kôh cheung ch'ōng mŏ kòm hó.

13. A: Neĭ m̄-ts'ŏh haî ni cheung î tô; neĭ ts'ŏh haî pin tô à?

B: Ngŏh m̄-ts'ŏh haî ni cheung î tô; ngŏh ts'ŏh haî kôh cheung ch'ōng tô.

LESSON 15

ORAL MATERIAL - RECOMBINATION

14. A: Ni ti pô*, chî, shue, tsẑ-tîn, wâ*-pò, pò-chî, uēn-pat, fân-pat, t'ūng ts'ó-kó-pô* m̄-tân haî ni cheung t'oî* shuè; tân haî pin shuè ne?

    B: Ni ti pô*, chî, shue, tsẑ-tîn, wâ*-pò, pò-chî, uēn-pat, fân-pat, t'ūng ts'ó-kó-pô* m̄-tân haî ni cheung t'oî* shuè; tân haî kóh cheung t'oî* shuè.

15. A: Haî ni kaan Chung-Kwòk heî-uên* kè heî, neĭ kòk-tak tîm à?

    B: Ngŏh kòk-tak haî ni kaan Chung-Kwòk heî-uên* kè heî fei-sheūng-chi hó. Neĭ kòk tak tîm à?

    A: Ngŏh kòk tak haî ni kaan Chung-Kwòk heî-uên* kè heî mŏ Meĭ-Kwòk heî-uên* kè kòm hó.

LESSON 15

WORD LIST

1.	mân	to ask, inquire
2.	laî	to come
3.	hă	a moment, short while, suffix to verb
4.	che	final particle, only
5.	chìng-wâ	just, within a brief period
6.	shoh-fà*	sofa
7.	k'eĭ	to stand
8.	teî	floor, ground
9.	fàn	to sleep, lie down
10.	pâng	to lean on
11.	pûng	AN
12.	chai	to put, place
13.	tân	to put, place
14.	ch'ōng	bed, couch
15.	fòng	to put, place, release,let loose
16.	fōng*	room
17.	lau	topcoat
18.	laû	to lose, leave behind, neglect, omit
19.	laū*	building, house
20.	ôh	oh!

LESSON 15

READING MATERIAL

1281

坐 ts'ŏh to sit; to ride; a seat.

請坐 ts'íng ts'ŏh: please sit down.

坐監 ts'ŏh kaam: to be in prison.

375

報 pò: a reply; report; to announce; to recompense; a letter; gazette; newspaper.

報仇 pò-sh aū: to take revenge.

報告 pò-kò: to report; to inform; an announcement.

呈報 ch'ing-pò: to report; to submit a statement.

8

茶 ch'ā: tea.

茶葉 ch'ā-ìp: tea leaves

茶壺 ch'ā-oō: tea-pot

煲茶 po-ch'ā: to make tea.

坐 報 报 茶

坐 報 茶

坐 报 茶

198

放 fòng: to release; to place in or on

放假 fòng kà: to give holiday; holiday

放學 fòng hŏk: school let out

放心 fòng-sam: make the mind easy; to be free from anxiety

1402

畫 wà: picture; drawing, painting.

畫 waâk: to draw; to paint; to plan; a stroke.

畫家 wà ka: an artist.

水彩畫 shuí-ts'oí wà. water-color painting.

一畫 yat waâk: a stroke or mark (in writing)

放 畫 畫

放 畫

放 画 畫

LESSON 15

READING MATERIAL

899

本 poón: the source; origin; native; capital.

本來 poón-loî: originally; actually.

本心 poón-sam: conscience.

本錢 poón-ts'în: capital.

740

午 ňg: 11 a.m. -1 p.m.

上午 sheūng-ňg: forenoon.

下午 hâ-ňg: afternoon.

午餐 ňg-ts'aan: lunch; tiffin.

234

下 hâ: to go down; below; next (hâ*)

上下 sheūng-hâ*: about

下午 hâ-ňg: afternoon

下次 hâ ts'ì: next time

下等 hâ-tǎng: low class.

本 午 下

本 午 下

本 午 下

1367

同 t'ūng: altogether; with; united.

同志 t'ūng-chì: comrade; common purpose.

同時 t'ūng-shī: at the same time.

同事 t'ūng-sẑ: colleague; co-worker.

同學 t'ūng-hôk: schoolmate.

70

紙 chí: paper(Cl. cheung)

紙幣 chí-paî: paper money

印水紙 yàn-shuí-chí: blotter

同 紙

同 紙

仝 同 紙

LESSON 15

READING MATERIAL

黃先生有 tsaí，亦都有女*。佢 kè tsaí 同女*都好細；佢 kè 女*好 lèng，好 ch'ung-mīng；佢 kè tsaí 冇 kòm lèng，冇 kòm ch'ung-mīng。黃先生，黃太太*，同佢地 kè tsaí 女*今日下午喺 uk-k'eí。

黃先生 kè 女*fàn 喺 cheung ts'ōng 處，佢睇畫*報。黃先生 kè tsaí 坐喺地處，佢聽 yam-ngók。黃先生 pâng 喺 pûng ts'eūng 處，佢 shîk in，yám 茶，同睇報紙。黃太太*坐喺 soh-fà* tô；kóh cheung soh-fà* 好好坐，m̄-長 m̄-短；黃太太*坐喺 soh-fà* tô tsô 衫。幾本畫*報放喺 kóh cheung soh-fà* 處。

LESSON 15

WRITING MATERIAL

Character	Character Number	Stroke Number	Radical Number	Radical
請	1231	15	149	言
坐	1281	7	32	土
同	1367	6	30	口
去	320	5	28	厶
買	659	12	154	貝

LESSON 16

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Neĭ kè foô-ts'an haî pin shuè tsô sẑ?

   K'uĭ kè shaî-lô haî pin tô tong ping?

   K'uĭ kè p'ăng-yaŭ haî pin tô kaaù shue?

   Ch'ăn Siû-Tsé kè mŏ-ts'an haî pin-shuè shîk-faân?

2. Neĭ kè foô-ts'an keî-shî haî Ying-Kwòk tsô sẑ?

   K'uĭ kè shaî-lô keî-shî haî Meĭ-Kwòk tong ping?

   K'uĭ kè p'ăng-yaŭ keî-shî haî Yât-Poón kaaù shue?

   Ch'ăn Siû-Tsé kè mŏ-tsán keî shî haî neĭ-shuè shîk faân?

3. Neĭ kè foô-ts'an î-ka haî Ying-Kwòk tsô mi-yĕ?

   K'uĭ kè shaî-lô în-tsoî haî Meĭ-Kwòk tsô mi-yĕ?

   K'uĭ kè p'ăng-yaŭ kaû-nîn haî Yât-Poón tsô mi-yĕ?

   Ch'ăn Siû-Tsé kè mŏ-ts'an tsòk-maăn haî neĭ shuè tsô mi-yĕ?

4. Neĭ haî pin tô tá tîn-wâ* peî k'uĭ?

   K'uĭ haî pin shuè tá tîn-pò peî neĭ?

   Wŏng Sin-Shaang haî pin tô sé sùn peî neĭ-teî?

   Ch'ăn Sîu-Tsé haî pin tô keî ts'în* peî ngŏh-teî?

5. K'uĭ î-ka haî m̂-haî ni tô tûk shue?

   K'uĭ tsòk-maăn haî m̂-haî ni shuè sé sùn?

   Neĭ kaû-nîn haî ni tô kaaù shue mà?

   Neĭ t'ing-yât haî ni shuè shîk faân mà?

6. Ngŏh kè foô-ts'an haî Ying-Kwòk tsô sẑ.

   K'uĭ kè shaî-lô haî Meĭ-Kwòk tong ping.

LESSON 16

ORAL MATERIAL - STRUCTURAL PATTERNS

K'uĭ kè p'aăng-yaŭ haî Yât-Poón kaaù shue.

Ch'ăn Siú-Tsé kè mŏ-ts'an haî ngŏh shuè shîk faân.

7. Ī-ka ngŏh kè foô-ts'an haî Ying-Kwòk tsô sź.

În-tsoî k'uĭ kè shaî-lô haî Meĭ-Kwòk tong ping.

Kaû-nīn k'uĭ kè p'aăng-yaŭ haî Yât-Poón kaaù shue.

Tsòk-maăn Ch'ăn Siú-Tsé kè mŏ-ts'an haî ngŏh shuè shîk faân.

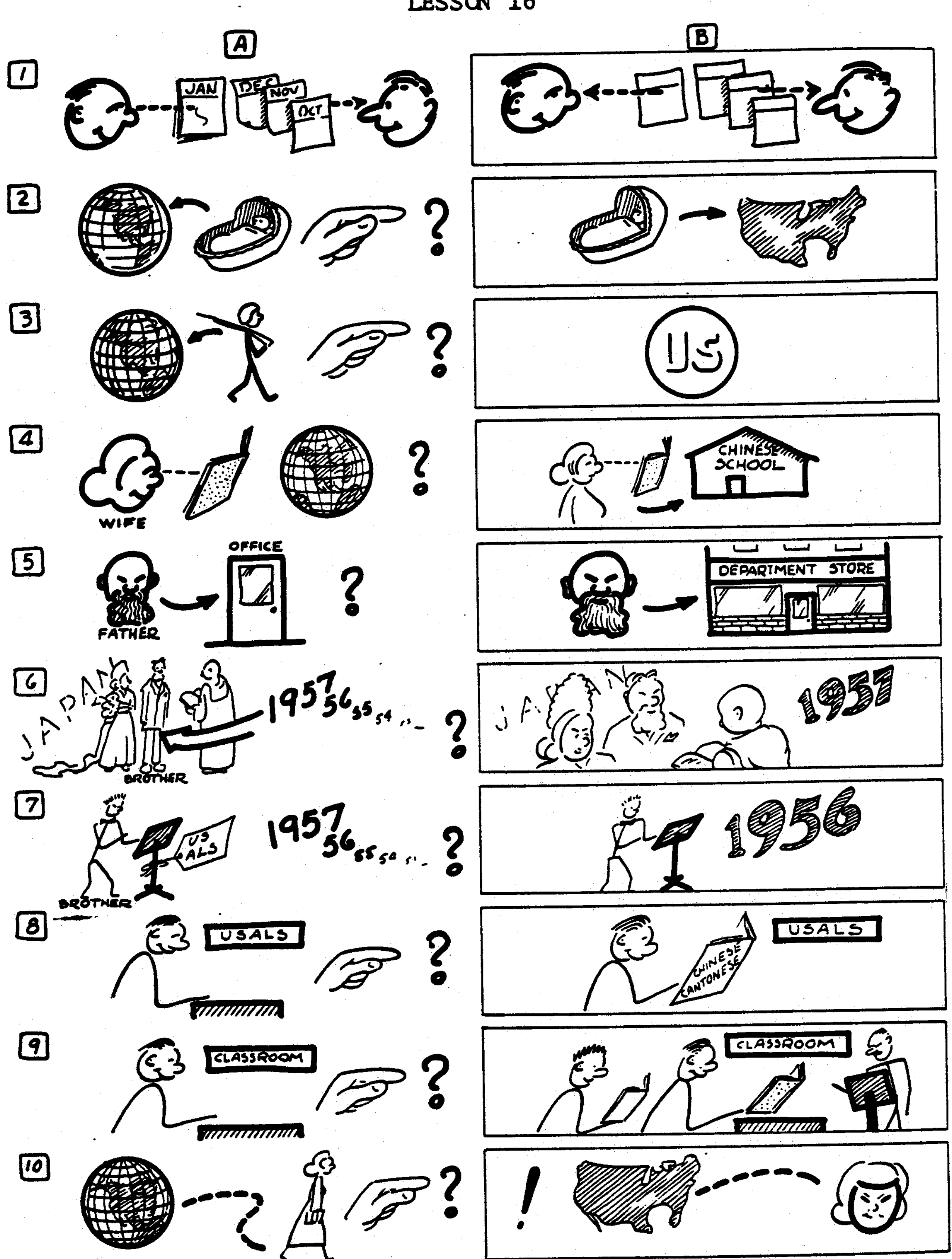
8. Haî, k'uĭ ī-ka haî ni tô tûk shue.

M̄-haî, k'uĭ ī-ka m̄-haî ni tô tûk shue.

Haî, ngŏh t'ing-yât haî ni shuè shîk faân.

M̄-haî, ngŏh t'ing-yât m̄ haî ni shuè shîk faân.

LESSON 16


A
B
1
JAN
DEC
NOV
OCT
2
3
US
4
WIFE
CHINESE SCHOOL
5
OFFICE
FATHER
DEPARTMENT STORE
6
JAPAN
BROTHER
1957
56
55
54
JA
1957
7
US ALS
1957
56
55
54
BROTHER
1956
8
USALS
CHINESE CANTONESE
9
CLASSROOM
10
!

LESSON 16

ORAL MATERIAL - DIALOGUE

1. A: Wŏng Sin-Shaang, hó noî mŏ-kìn neĭ là-pòh.

   B: Haî à, Leĭ Sin-Shaang. Ngŏh-teî taaî-ka mŏ kìn hó noî là.

2. A: Neĭ haî pin-shuè ch'ut shaî à?

   B: Ngŏh haî Meĭ-Kwòk ch'ut shaî.

3. A: Neĭ haî pin-tô tong ping ne?

   B: Ngŏh haî Meĭ-Kwòk Lûk-Kwan tong ping.

4. A: Neĭ kè t'aaì-t'aaì* ĭ-ts'ìn haî pin-shuè tûk shue à?

   B: Ngŏh kè t'aaì-t'aaì* ĭ-ts'ìn haî Chung-Kwòk hôk-haaû shuè tûk shue.

5. A: Neĭ kè foô-ts'an ì-ka haî pin-tô tsô sẑ ne?

   B: Ngŏh kè foô-ts'an ì-ka haî yat-kaan kung-sz tô tsô sẑ.

6. A: Neĭ kè taaî-ló keì shì haî Yât-Poón kìt fan à?

   B: Ngŏh kè taaî-ló kam-nìn haî Yât-Poón kìt fan.

7. A: Neĭ kè shaì-ló keì shì haî Meĭ-Kwòk Lûk-Kwan Uĕ-Īn Hôk-Haaû kaaù shue ne?

   B: Ngŏh kè shaì-ló kaû-nìn haî Meĭ-Kwòk Lûk-Kwan Uĕ-Īn Hôk-Haaû kaaù shue.

8. A: Neì-teî haî Meĭ-Kwòk Lûk-Kwan Uĕ-Īn Hôk-Haaû tsô mi-yĕ à?

   B: Ngŏh-teî haî Meĭ-Kwòk Lûk-Kwan Uĕ-Īn Hôk-Haaû hôk Kwóng-Tung wâ*.

9. A: Neì-teî haî paan-fŏng* tô tsô mi-yĕ ne?

   B: Ngŏh-teî haî paan-fŏng* tô sheūng t'ŏng.

LESSON 16

ORAL MATERIAL - DIALOGUE

10. A: Wōng T'aaì-T'aaì*, neĭ haî pin shuè laî kà?

    B: Ôh. Ngŏh chìng-wâ haî Meĭ-Kwòk laî kè.

LESSON 16

TRANSLATION OF DIALOGUE

1. A: I haven't seen you for a long time?

   B: Yes, we haven't seen each other for a long time, Mr. Leǐ.

2. A: Where were you born?

   B: I was born in America.

3. A: Where are you performing your military service?

   B: I serve in the U.S. Army.

4. A: Where did your wife previously study?

   B: My wife previously studied in a Chinese school.

5. A: Where does your father work now?

   B: My father works in a department store now.

6. A: When did your elder brother get married in Japan?

   B: My elder brother was married in Japan this year.

7. A: When did your younger brother teach at the U.S. Army Language School?

   B: My younger brother taught at the U.S. Army Language School last year.

8. A: What do you do in the U.S. Army Language School?

   B: We are learning Chinese-Cantonese in the U.S. Army Language School.

9. A: What do you do in the classroom?

   B: We have class in the classroom.

10. A: Where did you come from, Mrs. Wǒng?

    B: Oh, I just came from America.

LESSON 16

ORAL MATERIAL - RECOMBINATION

1. A: Leĭ Sin-Shaang, neĭ î-ka haî pin-shuè kaaù shue à?

   B: Ngŏh î-ka haî Meĭ-Kwŏk Lûk-Kwan Uĕ-Īn Hôk-Haaû shuè kaaù shue. Neĭ ne?

   A: Ngŏh în-tsoî haî Meĭ-Kwŏk Lûk-Kwan tong ping.

2. A: Neĭ kè nuĭ p'aăng-yaŭ haî pin-tô ch'ut shaî à?

   B: Ngŏh kè nuî p'aăng-yaŭ haî Ying-Kwŏk ch'ut shaî.

3. A: Ĭ-ts'în neĭ kè shaî-lô haî pin shuè tûk shue ne?

   B: Ĭ-ts'în ngŏh kè shaî-lô haî yat-kaan Meĭ-Kwŏk hôk-haaû shuè tûk shue.

4. A: Neĭ kè taaî-lô keî shî haî Yât-Poôn kît fan à?

   B: Ngŏh kè taaî-lô kam-nîn haî Yât-Poôn kît fan.

5. A: Pin kôh î-ka haî paan-fŏng* shuè sheŭng t'ŏng ne?

   B: Leĭ Sin-Shaang t'ŭng hôk-shaang haî paan-fŏng* shuè sheŭng t'ŏng.

6. A: Neĭ kè foô-ts'an haî pin tô tâ tîn-wâ* peî neĭ à?

   B: Ngŏh kè foô-ts'an haî ngŏh kè uk-k'eî tâ tîn-wâ* peî ngŏh.

7. A: K'uĭ haî ni shuè tâ tîn-wâ* peî pin kôh ne?

   B: K'uĭ haî ni shuè tâ tîn-wâ* peî k'uĭ kè nuĭ p'aăng-yău.

8. A: Neĭ kè hôk-shaang haî kôh kaan fŏng* tsô mi-yĕ à?

   B: Ngŏh kè hôk-shaang haî kôh kaan fŏng* tô sé sùn peî k'uĭ kè mŏ-ts'an.

ORAL MATERIAL - RECOMBINATION

9. A: Kam-maăn neĭ haî m̂-haî uk-k'eî shîk faân ne?

   B: M̄-haî, kam-maăn ngŏh m̂-haî uk-k'eî shîk faân.

10. A: Neĭ kè t'aal-t'aal* haî Meĭ-Kwòk Lûk-Kwan tô tsô sẑ, yik-waâk haî yat-kaan kung-sz tô tsô sẑ à?

    B: K'uĭ haî yat-kaan kung-sz tô tsô sẑ. K'uĭ m̂-haî Meĭ-Kwòk Lûk-Kwan tô tsô sẑ.

11. A: K'uĭ ī-ka haî Chung-Kwòk tûk shue, yik-waâk haî Chung-Kwòk kaaù shue, yik-waâk haî Chung-Kwòk tong ping ne?

    B: K'uĭ ī-ka haî Chung-Kwòk tûk shue, m̂-haî Chung-Kwòk kaaù shue, yîk-to m̂-haî Chung-Kwòk tong ping.

12. A: Neĭ-teî m̂-haî ni kaan hôk-haaû tsô sẑ. Neĭ-teî haî ni kaan hôk-haaù tsô mi-yĕ à?

    B: Ngŏh-teî m̂-haî ni kaan hôk-haaû tsô sẑ. Ngŏh-teî haî ni kaan hôk-haaû tûk shue.

13. A: Neĭ m̂-haî Lûk-Kwan Uĕ-Īn Hôk-Haaû kaaù Ying-Mān t'ûng Yât-Poón wâ*. Neĭ haî Lûk-Kwan Uĕ-Īn Hôk-Haaû kaaù mi-yĕ ne?

    B: Ngŏh m̂-haî Lûk-Kwan Uĕ-Īn Hôk-Haaû kaaù Ying-Mān t'ûng Yât-Poón wâ*. Ngŏh haî Lûk-Kwan Uĕ-Īn Hôk-Haaû kaaù Kwóng-Tung wâ*.

14. A: Neĭ t'ûng neĭ kè t'aal-t'aal* m̂-haî ni kaan kung-sz maaĭ shue, pô*, t'ûng uēn-pat; neĭ-teî haî ni kaan kung-sz maaĭ mi-yĕ à?

ORAL MATERIAL - RECOMBINATION

B: Ngŏh t'ūng ngŏh kè t'aaì-t'aaì* m̀-haî ni kaan kung-sz maaĭ shue, pô*, t'ūng uēn-pat; ngŏh-teî haì ni kaan kung-sz maaĭ t'oì*, ì, shoh-fà*, t'ūng ch'ōng.

15\. A: Leĭ Sin-Shaang, neĭ kân-loì keì hó a-mă?

B: Keì hó à. Neĭ ne, Wōng Sing-Shaang?

A: Ngŏh to hó hó.

LESSON 16

WORD LIST

1.	kìn	to see, visit, observe
2.	là	final particle
3.	ch'ut shaì	to be born
4.	tong ping	to be in the military service
5.	tûk shue	to study, learn, read
6.	tsô sẑ	to engage in work, work
7.	kìt fan	to be married
8.	kaaù shue	to teach
9.	sheŭng t'ōng	to go to class; class in session
10.	ĭ-ts'īn	formerly, previously, before
11.	kam-nīn	this year
12.	kaû-nīn	last year
13.	Yât-Poón	Japan
14.	taaî-ló	elder brother
15.	shaì-ló	younger brother
16.	kung-sz	company, store
17.	kà	AN, final particle
18.	pòh	final particle
19.	taaî-ka	all
20.	noî	long time

LESSON 16

READING MATERIAL

939

世 shaì: the world; a generation; age.

世界 shaì-kaaì: the world; life; livelihood.

出世 ch'ut shaì: to be born.

1191

當 tong: suitable; competent; to act as; during; when.

當 tòng: just; right; to value; to regard as; to pawn.

應當 ying-tong: ought.

相當 seung-tong: suitable.

861

兵 ping: soldier; military personnel.

步兵 pô-ping: infantry.

憲兵 hìn-ping: gendarme; military police.

派兵 p'aaì ping: to despatch soldiers.

救兵 kaù ping: reinforcement.

1272

做 tsô: to do; to act; to make; to be

做官 tsô koon: to be an official.

做生意 tsô snaang-ì: to engage in business.

1074

事 sẑ: a matter; affair, work; duty; business.

事業 sẑ-îp: calling; occupation.

公事 kung-sẑ: official business.

事實 sẑ-shât. as a matter of fact.

LESSON 16

READING MATERIAL

1063

送 sùng: to give to; to escort; to send.

送禮 sùng laǐ: to send present.

送行 sùng hāng: to see one off.

..76

打 tá: to strike; to beat; to whip; to do; to make; to play; to cause.

打敗 tá paaî: to defeat.

打勝 tá shìng: to win.

打倒 tá tó: to knock down; down with.

打字機 tá-tsž-kei: typewriter.

947

晨 shān: morning; dawn.

早晨 tsó-shān: good morning.

晨早 shān-tsó: at day break.

送 打 晨

送 打 晨

送 打 晨

972

上 sheǔng: to rise; to ascend; to go up.

上船 sheǔng shuēn: to go aboard a boat.

上課 sheǔng fòh: to conduct a class; to go to a class.

上等 sheûng táng: superior quality.

764

年 nīn: year.

今年 kam-nīn: this year.

年紀 nīn-keí: age.

少年 shiù-nīn: young, early life; young fellow.

上 年

上 年

上 年

LESSON 16

READING MATERIAL

黄先生喺美國出世. 黄太太喺中國出世. 佢地喺日本 kit fan. 黄先生 ī-家喺 paan-fōng* 處上 t'ōng. 佢學廣東話. 黄太太 chìng- 話去街買 yě, kei sùn. 同打 tîn-報 peí 佢 kè 母親; 佢買兩本英文書送 peí 黄先生.

黄先生 kè 父親 ī-前喺一間大 kung-sz 處做事; 黄先生 kè 大-lô 前年喺一間日本學校處教書. 佢教英文. 黄先生 kè 細-lô kaû年喺一間日本 kè 學校讀書. 佢讀日文. 今年佢喺美國當兵; 黄先生 kè 母親喺 uk-k'eí, 佢冇做事.

LESSON 16

WRITING MATERIAL

打

Character Number 1076 — Radical Number 64
Stroke Number 5 — 扌，手

送

Character Number 1063 — Radical Number 162
Stroke Number 10 — 辶，辵

上

Character Number 972 — Radical Number 1
Stroke Number 3 — 一

下

Character Number 234 — Radical Number 1
Stroke Number 3 — 一

年

Character Number 764 — Radical Number 51
Stroke Number 6 — 干

LESSON 17

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Neĭ t'ing-yât faan m̄-faan tak hôk?

   Kôh kòh hôk-shaang kam-yât sheũng m̄ sheũng tak t'ŏng?

   Kôh kòh pêng-yăn tsòk-maăn fàn m̄-fàn tak kaaù?

   K'uĭ kè foô-ts'an haû-yât faan m̄-faan tak kung?

2. Neĭ t'ing-yât faan-tak hôk mà?

   Kôh kòh hôk-shaang kam-yât sheũng tak t'ŏng mà?

   Kôh kòh pêng-yăn tsòk-maăn fàn tak kaaù mà?

   K'uĭ kè foô-ts'an haû-yât faan tak kung mà?

3. Neĭ t'ing-yât laì m̄-laì tak ngŏh shuè?

   Ngŏh t'ing-yât huì m̄-huì tak k'uĭ tô?

   K'uĭ-teì ch'ut-nìn huì tak Heung-Kông mà?

   Neĭ-teì haû-nìn huì tak Yât-Poôn mà?

4. Faan tak, ngŏh t'ing-yât faan tak hôk.

   Sheũng tak, kôh kòh hôk-shaang kam-yât sheũng tak t'ŏng.

   Fàn tak, kôh kòh pêng-yăn tsòk-maăn fàn tak kaaù.

   Faan tak, k'uĭ kè foô-ts'an haû-yât faan tak kung.

5. M̄-faan tak, ngŏh t'ing-yât m̄ faan tak hôk.

   M̄-sheũng tak, kôh kòh hôk-shaang kam-yât m̄-sheũng tak t'ŏng.

   M̄-fàn tak, kôh kòh pêng-yăn tsòk maăn m̄-fàn tak kaaù.

   M̄-faan tak, k'uĭ kè foô-ts'an haû-yât m̄-faan tak kung.

6. Laì tak, t'ing-yât ngŏh laì tak neĭ shuè.

   Huì tak, t'ing-yât neĭ huì tak k'uĭ-teì tô.

   Huì tak, ch'ut-nìn k'uĭ-teì huì tak Heung-Kông.

   Huì tak, haû-nìn ngŏh-teì huì tak Yât-Poôn.

LESSON 17

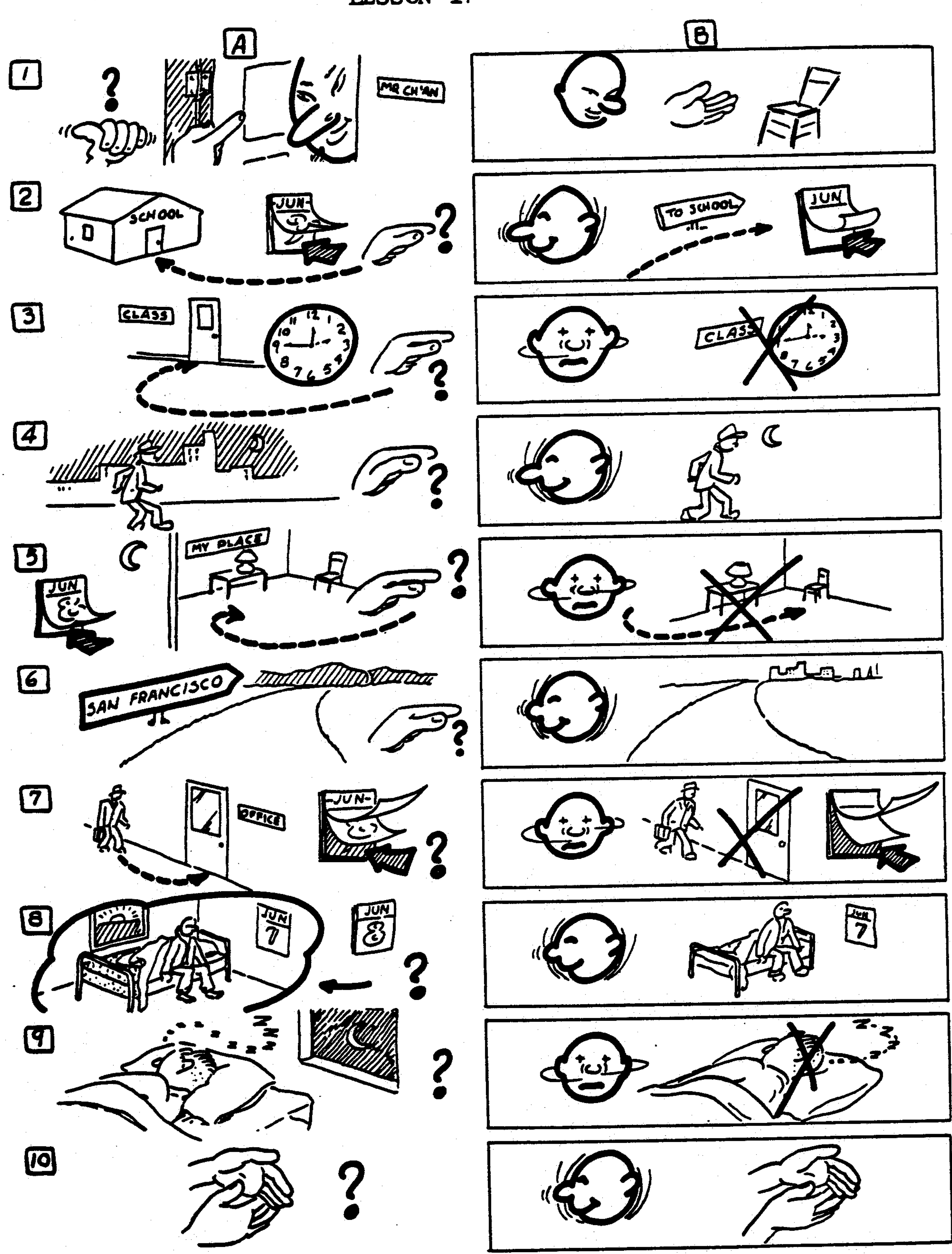
ORAL MATERIAL - STRUCTURAL PATTERNS

7. M̄-laî tak, ngŏh t'ing-yât m̂-laî tak neĭ shuè.

   M̄-huì tak, neĭ t'ing-yât m̂-huì tak k'uĭ-teî tô.

   M̄-huì tak, k'uĭ-teî ch'ut-nîn m̂-huì tak Heung-Kóng.

   M̄-huì tak, ngŏh-teî haû-nîn m̂-huì tak Yât-Poón.


A
B
1
MR CH'AN
2
SCHOOL
JUN
TO SCHOOL
JUN
3
CLASS
CLASS
4
5
MY PLACE
JUN
6
SAN FRANCISCO
7
OFFICE
JUN
8
JUN
7
JUN
8
JUN
7
9
10

LESSON 17

ORAL MATERIAL - DIALOGUE

1. A: Ngŏh yăp tak laî mà, Ch'ān Sin-Shaang?

   B: Ts'èng yâp laî la. Ts'èng ts'ŏh, ts'èng ts'ŏh, Leĭ Sin-Shaang.

   A: Hó à. Hó à. Ch'ān Sin-Shaang.

2. A: Neĭ t'ing-yât faan m̄-faan tak hôk à?

   B: Faan tak, ngŏh t'ing-yât faan tak hôk.

3. A: Neĭ yat-chân sheŭng m̄-sheŭng tak t'ŏng ne?

   B: M̄-sheŭng tak, ngŏh yat-chân m̄-sheŭng tak t'ŏng.

4. A: Neĭ kam-maăn huì m̄-huì tak kaai à?

   B: Huì tak, ngŏh kam-maăn huì tak kaai.

5. A: Neĭ t'ing-maăn laî m̄-laî tak ngŏh shuè ne?

   B: M̄-laî tak, ngŏh t'ing-maăn m̄-laî tak neĭ shuè.

6. A: Neĭ kam-yât huì tak Saam-Faān-Shĭ mà?

   B: Huì tak, ngŏh kam-yât huì tak Saam-Faān-Shĭ.

7. A: K'uĭ haû-yât faan tak kung mà?

   B: M̄-faan tak, k'uĭ haû-yât m̄-faan tak kung.

8. A: Kôh kòh pêng-yān ch'ām-yât chiu-t'aū-tsó heî tak shan mà?

   B: Heî tak, kôh kòh pêng-yān ch'ām-yât chiu-t'aū-tsó heî tak shan.

9. A: Kôh kòh pêng-yān tsòk-maăn fàn tak kaaù mà?

   B: M̄-fàn tak, kôh kòh pêng-yān tsòk-maăn m̄-fàn tak kaaù.

LESSON 17

ORAL MATERIAL - DIALOGUE

10\. A: Ngŏh kóm-yeûng* tsô, tak mà?

B: Tak, neĭ kóm-yeûng* tsô tak.

A: K'uĭ kóm-yeûng* tsô, tak m̀-tak à?

B: M̄-tak, k'uĭ kóm-yeûng* tsô m̀-tak.

LESSON 17

TRANSLATION OF DIALOGUE

1. A: May I come in, Mr. Ch'ăn?

   B: Please come in. Please be seated, Mr. Leĭ.

   A: Thanks, Mr. Ch'ăn.

2. A: Will you be able to go to school tomorrow?

   B: Yes, I will be able to go to school tomorrow.

3. A: Will you be able to go to class later?

   B: No, I won't be able to go to class later.

4. A: Will you be able to go out tonight?

   B: Yes, I will be able to go out tonight.

5. A: Will you be able to come to my place tomorrow night?

   B: No, I won't be able to come to your place tomorrow night.

6. A: Will you be able to go to San Francisco today?

   B: Yes, I will be able to go to San Francisco today.

7. A: Will he be able to go to work the day after tomorrow?

   B: No, he won't be able to go to work the after tomorrow?

8. A: Was the patient able to get up yesterday morning?

   B: Yes, the patient was able to get up yesterday morning.

9. A: Was the patient able to sleep last night?

   B: No, the patient was not able to sleep last night.

10. A: May I do it this way?

    B: Yes, you may do it this way.

    A: May he do it this way?

    B: No, he may not do it this way.

LESSON 17

ORAL MATERIAL - RECOMBINATION

1. A: Neĭ shîk chôh faân meî à, Leĭ Sin-Shaang?

   B: Ngŏh shîk chôh lâ. Neĭ ne, Ch'ăn Sin-Shaang?

   A: Ngŏh meî shîk. Ngŏh kam-yât m̀-shîk tak faân.

2. A: Neĭ t'ing-yât faan tak hôk mà?

   B: M̄-faan tak, ngŏh t'ing-yât m̀-faan tak hôk.

3. A: Neĭ yat-chân sheŭng tak t'ŏng mà?

   B: Sheŭng tak, ngŏh yat-chân sheŭng tak t'ŏng.

4. A: Neĭ t'ŭng neĭ kè t'aai-t'aai* t'ing-yât hâ-nğ hui tak kaai mà?

   B: M̄-hui tak, ngŏh t'ŭng ngŏh kè t'aai-t'aai* t'ing-yât hâ-nğ m̀-hui tak kaai.

5. A: Kôh kôh pêng-yăn ch'ăm-yât chiu-t'aŭ-tsô heî m̀-heî tak shan à?

   B: Heî tak, kôh kôh pêng-yăn ch'ăm-yât chiu-t'aŭ-tsô heî tak shan.

6. A: Kôh kôh pêng-yăn ts'ìn-maăn fân m̀-fân tak kaaù ne?

   B: M̄-fân tak, kôh kôh pêng-yăn ts'ìn-maăn m̀-fân tak kaaù.

7. A: Neĭ kè foô-ts'an tsôk-maăn shîk m̀-shîk tak faân à?

   B: M̄-shîk tak, ngŏh kè foô-ts'an tsôk-maăn m̀-shîk tak faân.

8. A: Neĭ kè t'aai-t'aai* keî shì m̀-faan tak kung ne?

   B: Ngŏh kè t'aai-t'aai* t'ing-yât m̀-faan tak kung.

9. A: Ch'ăn Sin-Shaang keî shì m̀-sheŭng tak t'ŏng à?

   B: Ch'ăn Sin-Shaang haû-yât m̀-sheŭng tak t'ŏng.

LESSON 17

ORAL MATERIAL - RECOMBINATION

10. A: Neĭ kè mŏ-ts'an keî shî m̀-fàn tak kaaù ne?

    B: Ngŏh kè mŏ-ts'an tsòk-maăn t'ŭng ts'în-maăn to m̀-fàn tak kaaù.

11. A: Pin kòh t'ing-yât m̀-faan tak hôk à?

    B: Ngŏh t'ŭng k'uĭ t'ŭng k'uĭ t'ing-yât to m̀-faan tak hôk.

12. A: Neĭ t'ŭng k'uĭ t'ung k'uĭ t'ing yât to m̀-faan tak hôk. Neĭ-teî haû-yât faan m̀-faan tak hôk ne?

    B: Ngŏh t'ŭng k'uĭ t'ŭng k'uĭ t'ing-yât to m̀-faan tak hôk. Ngŏh-teî haû-yât yîk-to m̀-faan tak hôk.

13. A: Neĭ t'ŭng neĭ kè nuĭ p'aăng-yaŭ t'ing-yât laî tak ngŏh-shuè, yik-waâk m̀-laî tak ngŏh shuè à?

    B: Ngŏh t'ŭng ngŏh kè nuĭ p'aăng-yaŭ t'ing-yât m̀-laî tak neĭ shuè.

14. A: Neĭ t'ŭng neĭ kè t'aaî-t'aaî* t'ing-maăn huî tak Saam-Faăn-Shĭ, yik-waâk m̀-huî tak Saam-Faăn-Shĭ ne?

    B: Ngŏh t'ŭng ngŏh kè t'aaî-t'aaî* t'ing-maăn huî tak Saam-Faăn-Shĭ.

15. A: Neĭ-teî keî shî tsaû tak à?

    B: Ngŏh-teî kam-yât tsaû tak. Neĭ ne?

    A: Ngŏh kam-yât meî-tsaû tak.

LESSON 17

WORD LIST

1.	yâp	to enter, put into
2.	faan hôk	to go to school
3.	faan kung	to go to work
4.	heî shan	to get up, rise
5.	t'ing-yât	tomorrow
6.	t'ing-maăn	tomorrow night
7.	haû-yât	day after tomorrow
8.	ts'ăm-yât	yesterday
9.	yat-chân	a short while, one moment
10.	pêng-yăn	patient, sick man
11.	pêng	to be sick, sickness
12.	tak	can, to obtain, get, okay, all right; verb suffix
13.	kôm-yeûng*	so, in such a manner
14.	chiu-t'aŭ-tsô	morning
15.	Saam-Faăn-Shĭ	San Francisco

LESSON 17

READING MATERIAL

1111

得 tak: to obtain; to get; to attain; can.

做得 tsó-tak: all right; can be done.

得意 tak-ì: pleased; satisfied.

得人心 tak yān-sam: to be popular.

160

翻 faan: to return; to overturn

翻轉頭 faan-chuèn-t'aū: to return back

翻印 faan-yàn: to print again

1194

堂 t'ōng: hall; court, meeting place.

上堂 seǔng t'ōng: to begin a class; a lecture starts.

禮拜堂 laǐ-paaì-t'ōng: church; a protestant chapel.

得 翻 堂

944

身 shan: the body; self; trunk; hull.

身體 shan-taí: the body; bodily frame; physique.

終身 chung shan: all one's life.

269

起 héi: to rise; raise; begin; from.

起手 héi-shaú: to begin; to start.

起身 héi shan: arise to get up.

起貨 héi fòh: to unload cargo.



LESSON 17

READING MATERIAL

652

唔 m̄: a negative; no; not.

唔係 m̄-haî: no.

唔去 m̄-huì: do not go.

845

病 pêng: sickness; distress; vice; defect.

病人 pêng-yān: a sick person; patient.

急病 kap pêng: a sudden attack of sickness.

164

飯 faân: cooked rice; a meal

煮飯 chué faân: to cook rice; to cook a meal

裝飯 chong faân: dish up the rice

唔 病 飯

唔 病 飯

唔 病 飯

1126

頭 t'aū: head; top; chief; first.

頭痛 t'aū-t'ùng: headache.

頭一次 t'aū yat-ts'ì: the first time.

頭緒 t'aū-suĭ: a clue; way; means.

1269

早 tsó: morning; early; previous; before.

早晚 tsó-măn: morning and evening; sooner or later.

遲早 ch'ī-tsó: sooner or later.

早婚 tsó fan: early marriage.

頭 早

頭



LESSON 17

READING MATERIAL

黃二係美國陸軍語言學校kè學生．佢前日有病，唔番得學，唔上得堂，唔haāng得街．亦都唔fàn得kaaù.

佢昨日chiu頭早唔起得身．唔shîk得飯．佢kè朋友好好，買yě peí佢，yaû送ts'īn* peí佢．昨晚黃二àn得kaaù；今日chiu頭早佢起得身，shîk得飯；下午佢喺uk-k'eí聽yam-ngôk，睇報紙；今晚佢shîk飯．佢shîk cai.

聽日黃二番得學．上得堂．去得街．

LESSON 17

WRITING MATERIAL

起	Character Number 269 · Stroke Number 10 · Radical Number 156 走

得	Character Number 1111 · Stroke Number 11 · Radical Number 60 彳

身	Character Number 944 · Stroke Number 7 · Radical Number 158 身

病	Character Number 845 · Stroke Number 10 · Radical Number 104 疒

飯	Character Number 164 · Stroke Number 12 · Radical Number 184 食 · 食

LESSON 18

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Ngŏh sé tak ts'ing m̄-ts'ing-ch'óh?

   K'uĭ tsô tak faaì m̄-faaì?

   Ngŏh kè tsaí kóng tak mīng m̄-nīng-paâk?

   Neĭ haāng tak kwooî m̄-kwooî?

2. Ngŏh ī-ka sé tak ts'ing-ch'óh mà?

   K'uĭ kam-yât tsô tak faaì mà?

   Ngŏh kè tsaí chīng-wâ kóng tak mīng-paâk mà?

   Neĭ tsòk-yât haāng tak kwooî mà?

3. Ngŏh kè p'āng-yaŭ shĭk tak tîm-yeûng* ?

   Neĭ kè saì-man-tsaí haāng tak tîm-yeûng* ?

   K'uĭ kè hôk-shaang tûk-tak tîm-yeûng* ?

   Ngŏh-teî kè Kwóng-Tung Wâ* kóng tak tîm-yeûng* ?

4. Ts'ing-ch'óh, neĭ ī-ka sé tak ts'ing-ch'óh.

   Faaì, k'uĭ kam-yât tsô tak keì faaì.

   Mīng-paâk, neĭ kè tsaí chīng-wâ kóng tak hó mīng-paâk.

   Kwooî, ngŏh tsòk-yât haāng tak fei-sheūng-chi kwooî.

5. M̄-ts'ing-ch'óh, neĭ ī-ka sé tak m̄-ts'ing-ch'óh.

   M̄-faaì, k'uĭ kam-yât tsô tak m̄-haî keì faaì.

   M̄-mīng-paâk, neĭ kè tsaí chīng-wâ kóng tak m̄-haî hó mīng-paâk.

   M̄-kwooî, ngŏh tsòk-yât haāng tak m̄-haî fei-sheūng-chi kwooî.

6. Neĭ kè p'āng-yaŭ shĭk tak taaì maân.

   Ngŏh kè saì-man-tsaí haāng tak fei-sheūng-chi faaì.

LESSON 18

ORAL MATERIAL - STRUCTURAL PATTERNS

K'uĭ kè hôk-shaang tûk tak hó k'ān-lîk.

Neĭ-teî kè Kwóng-Tung Wâ* kóng tak keî ts'ing-ch'óh.

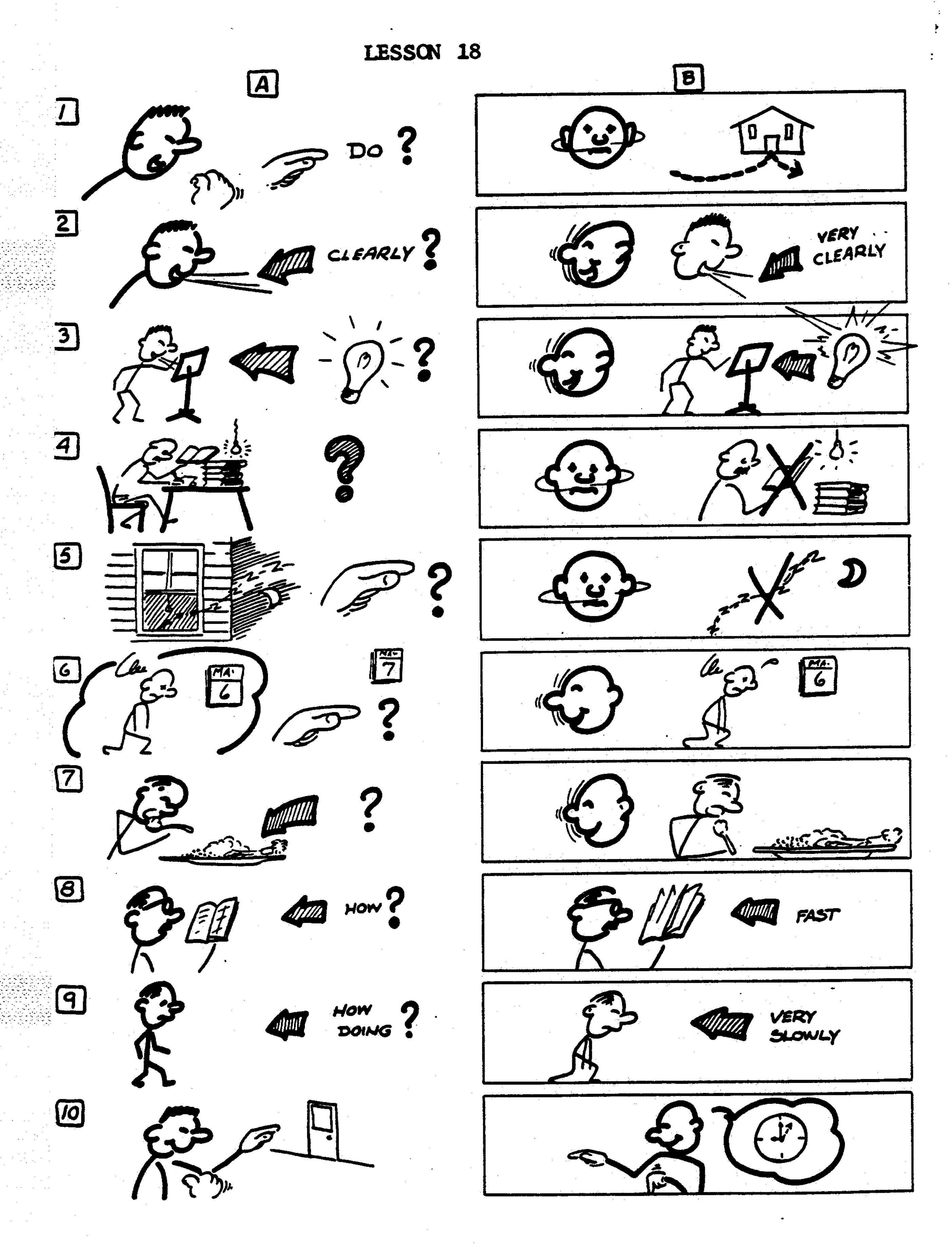
7. Neĭ kè pàāng-yaŭ shîk tak m̂-haî taaì maân.

Ngŏh kè saì-man-tsaí haāng tak m̂-haî fei-sheūng-chi faaì.

K'uĭ kè hôk-shaang tûk tak m̂-haî hó k'ān-lîk.

Neĭ-teî kè Kwóng-Tung Wâ* kóng tak m̂-haî keî ts'ing-ch'óh.

LESSON 18


A
B
1
DO ?
2
CLEARLY ?
VERY CLEARLY
3
4
5
6
MA. 6
7
MA. 6
7
8
HOW ?
FAST
9
HOW DOING ?
VERY SLOWLY
10

LESSON 18

ORAL MATERIAL - DIALOGUE

1. A: Neĭ yaŭ mat kwaì kòn à, Leĭ Seì Sin-Shaang?

   B: Ngŏh mŏ mat sż. Ngŏh shûn-pîn* laì paaì-haû neĭ che.

2. A: Ngŏh kông tak ts'ing m̀-ts'ing-ch'ôh à?

   B: Ts'ing-ch'ôh, neĭ kông tak hô ts'ing-ch'ôh.

3. A: Ngŏh kaaù tak mìng m̀-mìng-paâk ne?

   B: Mìng-paâk, neĭ kaaù tak hô mìng-paâk.

4. A: K'uĭ tûk tak k'ān-lîk mà?

   B: M̄-k'ān-lîk, k'uĭ tûk tak m̀-k'ān-lîk.

5. A: Neĭ tsòk-maăn fân tak kaù mà?

   B: M̄-kaù, ngŏh tsòk-maăn fân tak m̀-kaù.

6. A: Neĭ tsòk-yât haāng tak kwooî mà?

   B: Kwooî, ngŏh tsòk-yât haāng tak hô kwooî.

7. A: K'uĭ shîk tak toh mà?

   B: Toh, k'uĭ shîk tak hô toh.

8. A: K'uĭ hôk tak tîm-yeûng* à?

   B: K'uĭ hôk tak hô faaì.

9. A: K'uĭ tsô tak tîm-yeûng* ne?

   B: K'uĭ tsô tak hô maân.

10. A: Ngŏh seûng ch'è là, Wŏng Sin-Shaang.

    B: Ts'ŏh-hă t'im la, Leĭ Sin-Shaang.

    A: M̄-hô lòh, ngŏh tsaû lòh.

LESSON 18

TRANSLATION OF DIALOGUE

1. A: What can I do for you, Mr. Leǐ Seǐ?

   B: I have nothing in particular. I just want to look you up.

2. A: Do I speak clearly?

   B: Yes, you speak very clearly.

3. A: Do I teach clearly and understandably?

   B: Yes, you teach very clearly and understandably.

4. A: Does he study hard?

   B: No, he doesn't study hard.

5. A: Did you sleep enough last night?

   B: No, I didn't sleep enough last night.

6. A: Did you get tired from walking yesterday?

   B: Yes, I was very tired from walking yesterday.

7. A: Did he eat a great deal?

   B: Yes, he ate a great deal.

8. A: How is he learning?

   B: He is learning very fast.

9. A: How is he doing?

   B: He is doing very slowly.

10. A: I have to leave, Mr. Wōng.

    B: Please stay a little longer, Mr. Leǐ.

    A: I'd better not. (I have to leave now.)

LESSON 18

ORAL MATERIAL - RECOMBINATION

1. A: Ts'ing ts'ŏh, ts'ing ts'ŏh, Leĭ Sin-Shaang.

   B: M̄-hô haâk-heî, m̄-hô haâk-heî, Wŏng Sing-Shaang.

   A: Neĭ yaŭ mat kwaî kôn â, Leĭ Sin-Shaang?

   B: Ngŏh mŏ mat sẑ. Ngŏh laî ts'ŏh hă che.

2. A: Ni kôh sin-shaang kaaû tak hô mâ?

   B: Hô, ni kôh sin-shaang kaaû tak hô hô.

3. A: Neĭ-teî k'eĭ tak kwooî mâ?

   B: M̄-kwooî, ngŏh-teî k'eĭ tak m̄-haî keî kwooî.

4. A: Tsôk-maăn neĭ fân tak tîm-yeûng* â.

   B: Tsôk-maăn ngŏh fân tak fei-sheŭng-chi hô.

5. A: Neĭ kê sin-shaang chîng-wâ kông tak tîm-yeûng* ne?

   B: Ngŏh kê sin-shaang chîng-wâ kông tak m̄-haî hô ts'ing-ch'ôh

6. A: Kam-yât neĭ kôk tak tîm-yeûng* â?

   B: Kam-yât ngŏh kôk tak fei-sheŭng-chi kwooî.

7. A: Ch'ân Sin-Shaang kông tak ts'ing m̄-ts'ing-ch'ôh ne?

   B: Ts'ing-ch'ôh, Ch'ân Sin-Shaang kông tak hô ts'ing-ch'ôh.

8. A: Ni kôh hôk-shaang tûk tak k'ân m̄-k'ân-lîk â?

   B: M̄-k'ân-lîk, ni kôh hôk-shaang tûk tak m̄-haî t'aaî k'ân-lîk

9. A: Neĭ-teî haî paan-fŏng* shuê t'eng tak mîng m̄-mîng-paâk ne?

   B: M̄-mîng-paâk, ngŏh-teî haî paan-fŏng* shuê t'eng tak m̄-haî hô mîng-paâk.

10. A: Neĭ-teî k'eĭ haî kôh tô t'aî tak ts'ing m̄-ts'ing-ch'ôh â?

    B: Ts'ing-ch'ôh, ngŏh-teî k'eĭ haî ni tô t'aî tak hô ts'ing-ch'ôh.

LESSON 18

ORAL MATERIAL - RECOMBINATION

11. A: Neĭ ts'ŏh haî kôh cheung î t'aî tak ts'ing-ch'ôh ti, yik-waâk ts'ŏh haî ni cheung î t'aî tak ts'ing-ch'ôh ti ne?

    B: Ngŏh ts'ŏh haî ni cheung î t'aî tak ts'ing-ch'ôh ti.

12. A: Neĭ kam-yât hôk tak faaî ti, yik-waâk tsòk-yât hôk tak faaî ti à?

    B: Ngŏh kam-yât hôk tak peî-kaaù tsòk-yât faaî hó toh; ngŏh tsòk-yât hôk tak mŏ kam-yât kòm faaî.

13. A: Neĭ, k'uĭ, t'ŭng k'uĭ, pin kòh hôk tak tsuî faaî; pin kòh hôk tak maân ti; pin kòh hôk tak tsuî maân ne?

    B: Ngŏh, k'uĭ, t'ŭng k'uĭ, k'uĭ hôk tak tsuî faaî; k'uĭ hôk tak maân ti; ngŏh hôk tak tsuî maân.

14. A: Ngŏh, k'uĭ, t'ŭng k'uĭ, pin kòh kaaù tak tsuî faaî; pin kòh kaaù tak maân ti; pin kòh kaaù tak tsuî maân à?

    B: Neĭ, k'uĭ, t'ŭng k'uĭ, neĭ kaaù tak tsuî faaî; k'uĭ kaaù tak mŏ neĭ kòm faaî; k'uĭ kaaù tak tsuî maân.

15. A: Kòm faaî tsaù lā, Leĭ Sin-Shaang?

    B: Haî à, ngŏh seŭng tsaù là, Wŏng Sin-Shaang.

    A: Tsoî-kîn, tsoî-kîn.

    B: Tsoî-kîn, tsoî-kîn.

LESSON 18

WORD LIST

1.	Leĭ Seì	man's name
2.	mat	what? something, anything, what kind of..? any, some, why?
3.	kwaì	honorable
4.	kwaì kòn	honorable business (honorific form)
5.	yaŭ mat kwaì kòn?	what can I do for you?
6.	shûn-pîn*	at one's convenience, to take the opportunity
7.	paaì-haû	to visit, call on, pay a call (honorific form)
8.	seúng	to desire, think, hope, expect, want
9.	ch'ê	to leave, go away
10.	t'im	als., more, additionally, too, as well as
11.	k'ăn-lîk	industrious, diligent
12.	kaù	enough, sufficient
13.	faaì	fast; quick, prompt
14.	maân	slow; slowly
15.	ts'ing-ch'ôh	plainly, clearly, distinctly
16.	kóng-tak ts'ing-ch'ôh	to speak clearly

LESSON 18

READING MATERIAL

815

班 paan: rank; class, company.

一班人 yat-paan yān: a class of or set of persons.

同班 t'ūng paan: of the same class; classmate.

200

房 fōng (fōng*): room; dwelling (Cl. kaan)

房間 fōng-kaan: room

同房 t'ūng fōng*: roommate; co-habitation

693

明 mīng: clear; plain; bright.

明白 mīng-paâk: plain; to understand.

明日 mīng-yât: tomorrow.

明年 mīng-nīn: next year.

明知 mīng-chí: clearly aware.

班 房 明

班 房 明

班 房 明

814

白 paâk: white; clear; clean; plain; gratuitously.

白字 paâk-tsī: character used wrongly for other of same sound.

白色 paâk shik: white color.

415

勤 kān: laborious; diligent.

勤力 kān-lîk: diligent; industrious.

勤學 kān hôk: to study diligently.

勤儉 kān-kîm: industrious and thrifty.

白 勤

白 勤

白 勤

LESSON 18

READING MATERIAL

609

力 lìk: strength; force.

出力 ch'ut lìk: to exert oneself.

勤力 k'ăn-lìk: industrious.

馬力 mă-lìk: horse power.

水力 shuí lìk: water power.

158

快 faaì: quick; cheerful.

快慢 faaì-maân: quick & slow; speed.

快樂 faaì-lôk: happy.

快活 faaì-oôt: happy.

快車 faaì-ch'e: express train.

563

慢 maân: slow; dilatory; rude.

慢慢 maân-maân: slowly; at leisure; gradually.

太慢 t'aaì maân: too slowly.

傲慢 ngô-maân: arrogant; disdainful.

懶慢 laăn maân: slow and lazy.

力 快 慢

力 快 慢

力 快 慢

255

行 haăng (hăng): to walk; to do; act

行 hăng: conduct.

行 hōng: (hōng*): a business firm.

行李 hăng-leĭ: baggage.

行禮 hăng laĭ: to salute.

品行 pán-hăng: conduct; character.

洋行 yeăng-hōng*: foreign firm

985

食 shìk: to eat.

好食 hó-shìk: delicious.

食言 shìk ìn: to break one's word

絕食 tsuêt shìk: hunger strike, to fast.

行 食

行



行 食

LESSON 18

READING MATERIAL

黄二昨晚fàn得好好，好kaù；今日chiu頭早佢起得好早，食得好多。

佢番學，佢上堂；佢讀中文。佢讀得好勤力，學得好快；喺班房*，佢só中文字，佢só得好lèng，佢係一kòh好好kè學生。Kóh kòh先生係廣東人，佢教得好好，講得唔快唔慢，講得好ts'ing-ch'óh，好明白；黄二好明白；kóh kòh先生係一kòh好好kè先生。黄二kè朋友亦都係學生，佢讀得唔係幾勤力，學得冇黄二kòm快；佢só中文字，só得冇黄二kè kòm lèng.

ī-家黄二番uk-k'eí，佢行得好快；黄二kè朋友行得冇黄二kòm快。

LESSON 18

WRITING MATERIAL

Character	Character Number	Stroke Number	Radical Number	Radical
食	985	9	184	食
行	255	6	144	行
快	158	7	61	忄, 心
明	693	8	72	日
字	1331	6	39	子

LESSON 19

ORAL MATERIAL - STRUCTURAL PATTERNS

1. K'uĭ kaaù shue kaaù tak mōng m̀-mōng?

   Neĭ tsô sẑ tsô tak faaì m̀-faaì?

   Ngŏh shaì ch'e shaì tak maân m̀-maân?

   K'uĭ kông Ying-Mān kông tak hó m̀-hó?

2. K'uĭ kaaù shue kaaù tak tìm-yeûng*?

   Neĭ tsô sẑ tsô-tak tìm-yeûng*?

   Ngŏh shaì ch'e shaì-tak tìm-yeûng*?

   K'uĭ kông Ying-Mān kông tak tìm-yeûng*?

3. În-tsoì k'uĭ kè saì-ló kaaù shue kaaù-tak mōng m̀-mōng?

   Ĭ-ts'ìn neĭ kè t'aaì-t'aaì* tsô sẑ tsô tak faaì m̀-faaì?

   Tsŏk-yât ngŏh kè foô-ts'an shaì ch'e shaì tak maân m̀-maân?

   Chìng-wâ k'uĭ kè hôk-shaang kông Ying-Mān kông tak hó m̀-hó?

4. Mōng, k'uĭ kaaù shue kaaù tak mōng.

   Faaì, ngŏh tsô sẑ tsô tak faaì.

   Maân, neĭ shaì ch'e shaì tak maân.

   Hó, k'uĭ kông Ying-Mān kông tak hó.

5. M̄-mōng, k'uĭ kaaù shue kaaù tak m̀-mōng.

   M̄-faaì, ngŏh tsô sẑ tsô tak m̀-faaì.

   M̄-maân, neĭ shaì ch'e shaì tak m̀-maân.

   M̄-hó, k'uĭ kông Ying-Mān kông tak m̀-hó.

6. K'uĭ kaaù shue kaaù tak keì-mōng.

   Ngŏh tsô sẑ tsô tak hó-faaì.

LESSON 19

ORAL MATERIAL - STRUCTURAL PATTERNS

Neĭ shaì ch'e shaì tak feì-sheūng-chi maân.

K'uĭ kông Ying-Mān kông tak t'aaì hô.

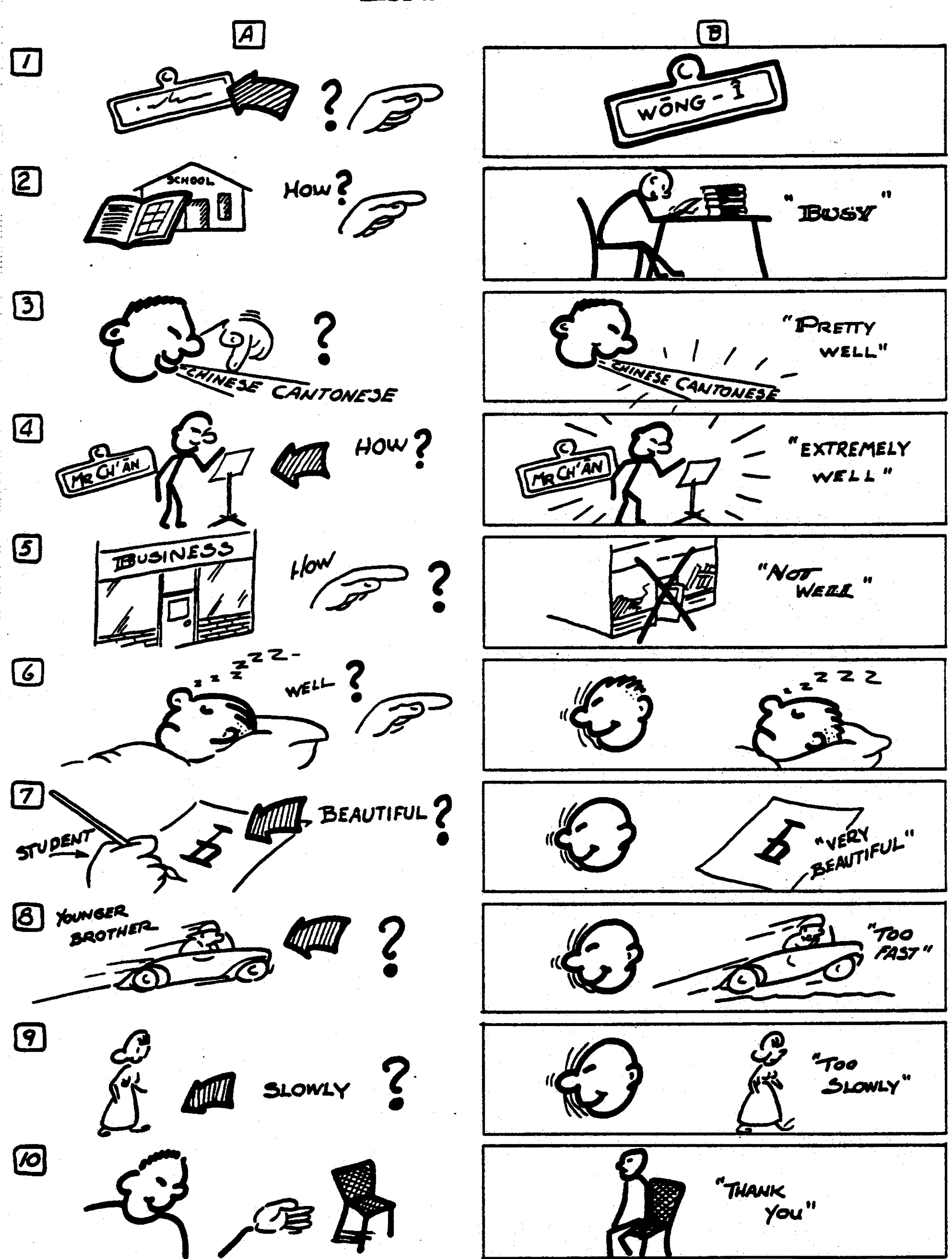
7. M̄-mōng, k'uĭ kè saì-lô ìn-tsoî kaaù shue kaaù tak m̀-haî keì mōng.

M̄-faaì, ngŏh kè t'aaì-t'aaì* ĭ-ts'ìn tsô sž tsô tak m̀-haî hô faaì.

M̄-maân, neĭ kè foô-ts'an tsòk-yât shaî ch'e shaì tak m̀-haî fei-sheūng-chi maân.

M̄-hô, k'uĭ kè hôk-shaang chìng-wâ kông Ying-Mān kông tak m̀-haî t'aaì hô.

LESSON 19



A
B
1
WŌNG - Ī
2
SCHOOL
HOW ?
"BUSY"
3
?
CHINESE CANTONESE
"PRETTY WELL"
CHINESE CANTONESE
4
MR CH'ĀN
HOW ?
MR CH'ĀN
"EXTREMELY WELL"
5
BUSINESS
HOW
?
"NOT WELL"
6
WELL ?
7
STUDENT
BEAUTIFUL ?
"VERY BEAUTIFUL"
8
YOUNGER BROTHER
?
"TOO FAST"
9
SLOWLY ?
"TOO SLOWLY"
10
"THANK YOU"

LESSON 19

ORAL MATERIAL - DIALOGUE

1. A: Ts'ìng mân neĭ kwaì sìng à?

 B: Ngŏh sìng Wōng, ngŏh kiù tsô Wōng-Î. Neĭ kwaì sìng mìng à?

 A: Ngŏh sìng Cheung, ngŏh kiù tsô Cheung-Saam.

2. A: Neĭ tûk shue tûk tak tîm-yeûng* à?

 B: Ngŏh tûk shue tûk tak hó mōng.

3. A: Ngŏh kóng Kwóng-Tung wâ* kóng tak tîm-yeûng* ne?

 B: Neĭ kóng Kwóng-Tung wâ* kóng tak hó hó.

4. A: Ch'ān Sin-Shaang kaaù shue kaaù tak tîm-yeûng* à?

 B: Ch'ān Sin-Shaang kaaù shue kaaù tak fei-sheūng-chi hó.

5. A: Ī-ka neĭ tsô shaang-ì tsô tak hó mà?

 B: M̄-hó, ì-ka ngŏh tsô shaang-ì tsô tak m̀-hó.

6. A: K'ām-maăn neĭ fàn kaaù fàn tak hó mà?

 B: Hó, k'ām-maăn ngŏh fàn kaaù fàn tak hó hó.

7. A: Neĭ kè hôk-shaang sé Chung-Mān tsẑ sé tak lèng m̀-lèng ne?

 B: Léng, ngŏh kè hôk-shaang sé Chung-Mān tsẑ sé tak hó lèng.

8. A: Neĭ kè shaì-ló shaî ch'e shaî tak faaì m̀-faaì à?

 B: Faaì, ngŏh kè shaì-ló shaî ch'e shaî tak t'aaì faaì.

9. A: Neĭ kè nuĭ p'aāng-yaŭ haāng lô haāng tak maân m̀-maân ne?

 B: Maân, ngŏh kè nuĭ p'aāng yaŭ haāng lô haāng tak t'aaì maân.

10. A: Ts'ìng ts'ŏh la. Wōng-Î Sin-Shaang.

 B: M̄-shaî k'ui là. Leĭ Sin-Shaang.

LESSON 19

TRANSLATION OF DIALOGUE

1. A: What is your name?

   B: My name is Wōng Î. What is yours?

   A: My name is Cheung Saam.

2. A: How are you doing in shcool?

   B: I am very busy with my school work.

3. A: How is my Chinese-Cantonese?

   B: You speak Chinese-Cantonese very well.

4. A: How does Mr. Ch'ǎn do in his teaching?

   B: Mr. Ch'ǎn does extremely well.

5. A: How are you doing in business?

   B: I am not doing well.

6. A: Did you sleep well last night?

   B: Yes, I slept very well.

7. A: Do your students write Chinese characters well?

   B: Yes, my students write Chinese characters very well.

8. A: Does your younger brother drive fast?

   B: Yes, my younger brother drives too fast.

9. A: Does your girl friend walk slowly?

   B: Yes, my girl friend walks too slowly.

10. A: Please be seated, Mr. Wōng Î.

    B: Thanks, Mr. Leǐ.

LESSON 19

ORAL MATERIAL - RECOMBINATION

1. A: Leĭ Siû-Tsè, neĭ shîk-chôh faân meî à?

   B: Ngŏh shîk-chôh là. Neĭ ne, Ch'ân Sin-Shaang?

   A: Ôh, ngŏh meî shîk pòh.

2. A: Neĭ tûk shue tûk tak tîm-yeûng* à?

   B: Ngŏh tûk shue tûk tak hó mōng.

3. A: K'uĭ tsô sź tsô tak tîm-yeûng* ne?

   B: K'uĭ tsô sź tsô tak hó hó.

4. A: Neĭ kaaù shue kaaù tak mōng mà?

   B: Mōng, ngŏh kaaù shue kaaù tak hó mōng.

5. A: Neĭ haâng kaai haâng tak kwooî mà?

   B: M̄-kwooî, ngŏh haâng kaai haâng tak m̀-kwooî.

6. A: Neĭ kè t'aaì-t'aaì* shîk faân shîk tak shiû m̀-shiû à?

   B: Shiû, ngŏh kè t'aaì-t'aaì* shîk faân shîk tak hó shiû.

7. A: Neĭ kè saì-man-tsaî kóng yĕ kóng tak toh m̀-toh ne?

   B: Toh, ngŏh kè saì-man-tsaî kóng yĕ kóng tak t'aaì toh.

8. A: Neĭ ĭ-ts'în haî pin-shuè tûk shue tûk tak hó mōng à?

   B: Ngŏh ĭ-ts'în haî Yât-Poón tûk shue tûk tak hó mōng.

9. A: K'uĭ în-tsoî haî pin-shuè kaaù shue kaaù tak fei-sheūng-chi mōng ne?

   B: K'uĭ în-tsoî haî Meĭ-Kwòk Lûk-Kwan Uĕ-Īn Hôk-Haaû kaaù shue kaaù tak fei-sheūng-chi mōng.

10. A: Neĭ tûk shue tûk tak m̀-haî keì mōng; neĭ tsô mi-yĕ tsô tak hó mōng à?

    B: Ngŏh tûk shue tûk tak m̀-haî keì mōng; ngŏh tsô sź tsô tak hó mōng.

LESSON 19

ORAL MATERIAL - RECOMBINATION

11. A: Kốh kồh sin-shaang kaaù shue kaaù tak hố, yik-waâk kaaù tak m̄-hố?

    B: Kốh kồh sin-shaang kaaù shue kaaù tak fei-sheūng-chi hố.

12. A: Kốh kồh yān kaaù shue kaaù tak hố, yik-waâk tûk shue tûk tak hố?

    B: Kốh kồh yān kaaù shue kaaù tak hố; tûk shue tûk tak m̄-haî keì hố.

13. A: Ni kồh hôk-shaang kống Kwống-Tung wâ* kống tak hố ti, yik-waâk kốh kồh hôk-shaang kống Kwống-Tung wâ* kống tak hố ti à?

    B: Ni kốh hôk-shaang kống Kwống-Tung wâ* kống tak hố ti; kốh kồh hôk-shaang kống Kwống-Tung wâ* kống tak m̄-haî keì hố.

14. A: Ni kồh hôk-shaang, kốh kồh hôk-shaang, kốh kồh hôk-shaang, pin kồh kống Kwống-Tung wâ* kống tak hố hố; pin kồh kống tak peì pin kồh hố hố toh; pin kồh kống tak tsuì hố.

    B: Ni kồh hôk-shaang, kốh kồh hôk-shaang, kốh kồh hôk-shaang, ni kồh hôk-shaang kống Kwống-Tung wâ* kống tak hố hố; kốh kồh hôk-shaang kống tak peì ni kồh hố hố toh; kốh kồh kống tak tsuì hố.

15. A: Leī Sin-Shaang, Wōng Sin-Shaang, neī-teî keì shī tsaû à?

    B: Ngōh-teî kam-maān tsaû. Neī ne, Ch'ān Sing-Shaang?

    A: Ngōh ì-ka tsaû.

LESSON 19

WORD LIST

1.	ts'îng mân	may I ask
2.	kwaì sìng à?	what is your surname? honorific form
3.	ngŏh sìng...	my surname is...
4.	tîm-yeûng*	how? in what manner?
5.	kiù tsô	to be called, to be spoken of as, to be named as
6.	Wōng Î	man's name
7.	mīng (mēng*)	given name
8.	Cheung Saam	man's name
9.	shaang-ì	business
10.	k'ām-maăn	last night
11.	shaî	to drive, use, employ, cause
12.	tsô shaang-ì	to do business
13.	m̄-shaî	to need not, it is not necessary, do not have to
14.	m̄-shaî-k'ui	thank you, don't trouble yourself
15.	fàn kaaù	to sleep, lie down, to go to bed

LESSON 19

READING MATERIAL

333

而 ī: and; and yet; still.

而且 ī-ch'é: also; besides; moreover.

而家 ī-ka: right now; at present.

1328

聰 ts'ung: to understand; quick; smart; intelligent.

聰明 ts'ung-ming: intelligent; bright.

聰敏 ts'ung-mǎn: clever; intelligent.

433

嘅 kė: sign of possessive; qualifying particle.

我嘅 ngǒh kė: mine.

邊個嘅 pin kòh kė: whose?



443

寄 keì: to send; to dispatch; to lodge.

寄信 keì sùn: to send or mail a letter.

寄託 keì-t'ǒk: to entrust.

寄宿舍 keì-shuk shè: dormitory.

寄生 keì-shaang: parasitic.

332

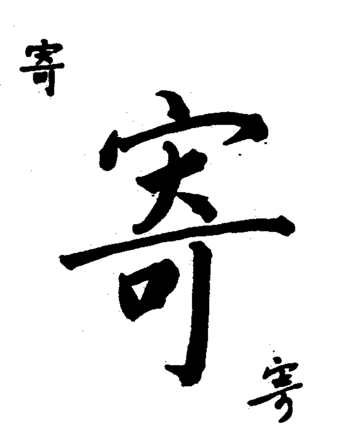
意 ì: thought; will; motive; purpose.

意思 ì-sz: idea; thought.

故意 koò-ì: intentionally.

同意 t'ūng-ì: agreement; agree.

注意 chuè-ì: attentive; "Notice"





LESSON 19

READING MATERIAL

1060

信 sùn: to believe: faith; sincerity; a letter.

信仰 sùn-yeüng. to follow; to esteem.

失信 shat sùn: to lose confidence.

信用 sùn-yûng: reliable credit.

信箱 sùn-seung: mail box.

713

忙 mõng: hurried; flurried; busy.

幫忙 pong-mõng: to assist; to help.

忙碌 mõng-luk: busy.

連忙 lîn-mõng: at once.

好忙 hó mõng: very busy.

919

寫 sé: to write; to sketch.

寫字 sé tsî: to write.

大寫 taaî-sé: senior clerk.

寫書 sé shue: to write a book.

信 忙 寫

信 忙 寫

信 忙 写

1235

錢 ts'în, ts'în: money; cash

有錢 yaŭ ts'în: wealthy.

錢財 ts'în-ts'oî: wealth.

53

張 cheung: open out; a sheet;(Cl. for paper, chair etc.)

一張紙 yat-cheung chí: a sheet of paper.

主張 chue-cheung: advocate.

錢 个 張 张

錢 張

钱 张

LESSON 19

READING MATERIAL

黄二喺學校學中文學得好忙，講廣東話*講得好好，寫中文字寫得好lèng，佢係一kòh好聰明同好勤力嘅學生．

張三係黄二嘅朋友．張三唔係幾聰明，冇黄二kòm聰明．張三讀書讀得唔係好勤力．佢讀書冇黄二讀得kòm勤力．張三寫字寫得唔lèng，佢寫字冇黄二寫得kòm lèng 張三講廣東話*講得唔好，佢講廣東話冇黄二講得kòm好．

李四亦都係黄二嘅朋友．佢Y-前喺陸軍語言學校讀書，而家佢冇讀書．佢喺日本做生意，佢做生意做得好唔好．黄二寫信pei´佢，同寄錢*peí佢；黄二寫信寫得fei-sheūng-chi好．

LESSON 19

WRITING MATERIAL

寫

Character Number 919 Radical Number 40
Stroke Number 15 宀

信

Character Number 1060 Radical Number 9
Stroke Number 9 亻，人

寄

Character Number 443 Radical Number 40
Stroke Number 11 宀

忙

Character Number 713 Radical Number 61
Stroke Number 6 忄，心

細

Character Number 910 Radical Number 120
Stroke Number 11 糹，糸

LESSON 20

ORAL MATERIAL - STRUCTURAL PATTERNS

1. Neĭ kè sai-man-tsaì haāng m̄-haāng tak faaì?

   K'uĭ kè nuĭ* kông m̄-kông tak ts'ing-ch'ôh?

   Neĭ kè t'aaì-t'aaì* shîk m̄-shîk tak maân?

   Ngŏh kè p'aāng-yaŭ yâm m̄-yâm tak toh?

2. Neĭ kè saì-man-tsaì haāng lô haāng m̄-haāng tak faaì?

   K'uĭ kè nuĭ* kông shuèt-wâ kông m̄-kông tak ts'ing-ch'ôh?

   Neĭ kè t'aaì-t'aaì* shîk faân shîk m̄-shîk tak maân?

   Ngŏh kè p'aāng-yaŭ yâm tsaû yâm m̄-yâm tak toh?

3. Neĭ kè saì-man-tsaì haāng lô haāng tak faaì mà?

   K'uĭ kè nuĭ* kông shuèt-wâ kông tak ts'ing-ch'ôh mà?

   Neĭ kè t'aaì-t'aaì* shîk faân shîk tak maân mà?

   Ngŏh kè p'aāng-yaŭ yâm tsaû yâm tak toh mà?

4. M̄-faaì, ngŏh kè saì-man-tsaì m̄-haāng tak faaì.

   M̄-ts'ing-ch'ôh, k'uĭ kè nuĭ* m̄-kông tak ts'ing-ch'ôh.

   M̄-maân, ngŏh kè t'aaì-t'aaì* m̄-shîk tak maân.

   M̄-toh, neĭ kè p'aāng-yaŭ m̄-yām tak toh.

5. M̄-faaì, ngŏh kè saì-man-tsaì în-tsoì haāng lô m̄-haāng tak faaì.

   M̄-ts'ing-ch'ôh, k'uĭ kè nuĭ* kaû-nîn kông shuèt-wâ m̄-kông tak ts'ing-ch'ôh.

   M̄-maân, ngŏh kè t'aaì-t'aaì* ĭ-ts'în shîk faân m̄-shîk tak maân.

   M̄-toh, neĭ kè p'aāng-yaŭ tsòk-maān yâm tsaû m̄-yâm tak toh.

LESSON 20

ORAL MATERIAL - STRUCTURAL PATTERNS

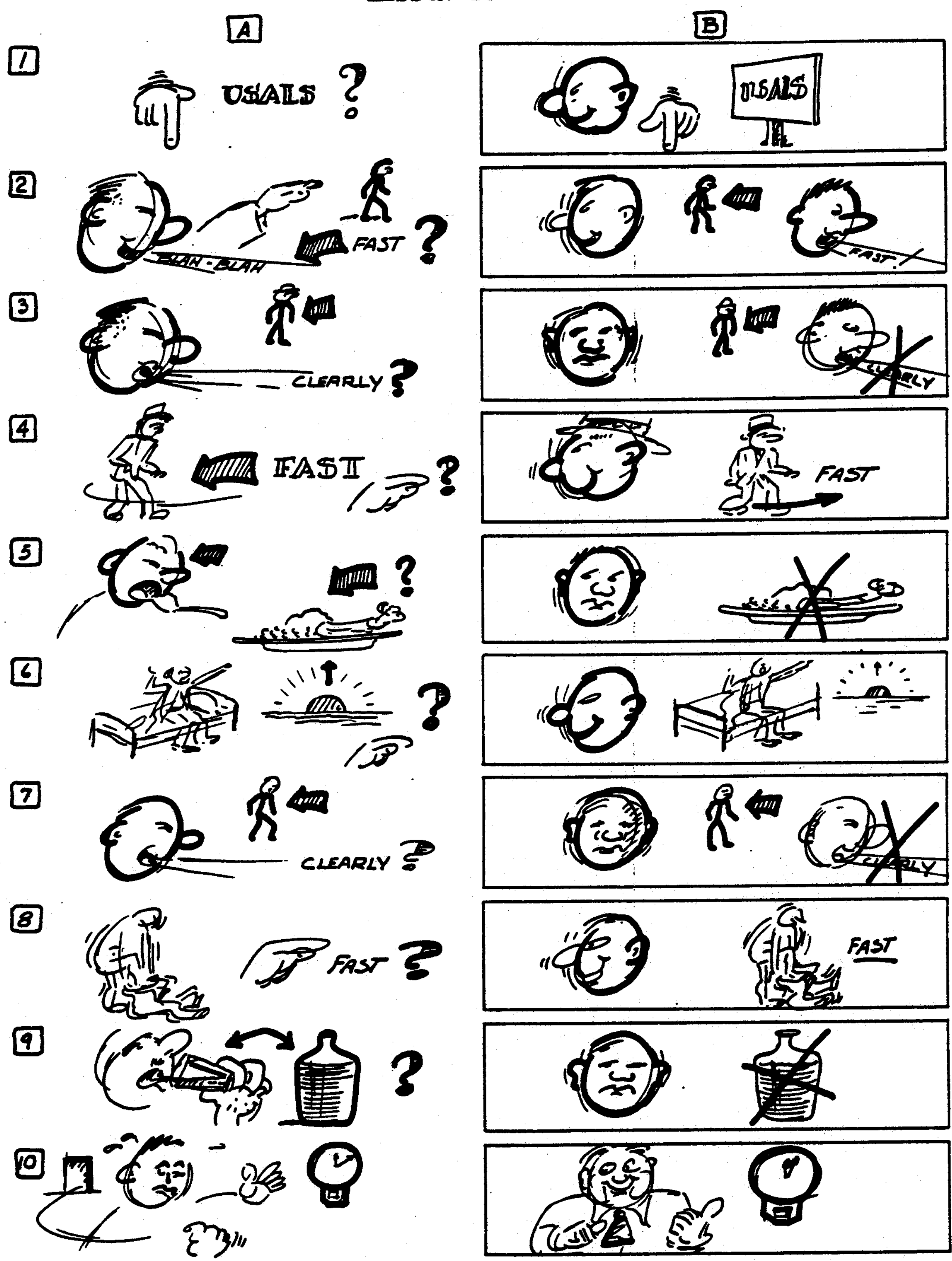
6. Faaì, ngŏh kè saì-man-tsaì în-tsoì haăng lô haăng tak keì faaì.

   Ts'ing-ch'ôh, k'uĭ kè nuĭ* kaû-nìn kông shuèt-wâ kông tak hô ts'ing-ch'ôh.

   Maân, ngŏh kè t'aaì-t'aaì* ĭ-ts'ìn shîk faân shîk tak fei-sheŭng-chi maân.

   Toh, neĭ kè pàăng-yaŭ tsòk-maăn yâm tsaú yâm tak t'aaì toh.

LESSON 20


A
B
1
USALS ?
USALS
2
BLAH-BLAH
FAST ?
FAST
3
CLEARLY ?
CLEARLY
4
FAST ?
FAST
5
6
7
CLEARLY ?
CLEARLY
8
FAST ?
FAST
9
10

LESSON 20

ORAL MATERIAL - DIALOGUE

1. A: Ts'ìng mân ni kaan haî m̄-haî Meĭ-Kwòk Lûk-Kwan Uĕ-Īn Hôk-Haaû à?

   B: Haî à, ni kaan haî Meĭ-Kwòk Lûk-Kwan Uĕ-Īn Hôk-Haaû.

   A: Wōng Sin-Shaang, m̄-hó ì-sż. Lìng neĭ tăng-chóh kòm noî.

   B: M̄-kán-iù, m̄-kán-iù. Ngŏh laì-chóh mŏ keì noî* che.

2. A: K'uĭ kóng m̄-kóng tak faaì à?

   B: Faaì, k'uĭ kóng tak faaì.

3. A: K'uĭ kóng m̄-kóng tak ts'ing-ch'óh ne?

   B: M̄-ts'ìng-ch'óh, k'uĭ m̄-kóng tak ts'ing-ch'óh.

4. A: Neĭ haāng m̄-haāng tak faaì à?

   B: Faaì, ngŏh haāng tak faaì.

5. A: K'uĭ shîk m̄-shîk tak toh ne?

   B: M̄-toh, k'uĭ m̄-shîk tak toh.

6. A: Neĭ heì shan heì m̄-haì tak tsó à?

   B: Tsó, ngŏh heì shan heì tak tsó.

7. A: K'uĭ kóng shuèt-wâ kóng m̄-kóng tak ts'ing-ch'óh ne?

   B: M̄-ts'ing-ch'óh, k'uĭ kóng shuèt-wâ m̄-kóng tak ts'ing-ch'óh.

8. A: Neĭ cheùk shaam cheùk m̄-cheùk tak faaì à?

   B: Faaì, ngŏh cheùk shaam cheùk tak faaì.

9. A: K'uĭ yâm tsaú yâm m̄-yâm tak toh?

   B: M̄-toh, k'uĭ yâm tsaú m̄-yâm tak toh.

10. A: Tuì m̄-chuê, tuì m̄-chuê, Wōng Î Sin-Shaang, ngŏh laì ch'ì-chóh.

    B: M̄-kán-iù, m̄-kán-iù, ngŏh to haî chìng-wâ laì che.

LESSON 20

TRANSLATION OF DIALOGUE

1. A: Is this the United States Army Language School?

   B: Yes, this is the United States Army Language School.

   A: Mr. Wōng, I am ashamed of myself. I let you wait for so long.

   B: It doesn't matter. I have not been here very long.

2. A: Can he speak fast?

   B: Yes, he can speak fast.

3. A: Can he speak clearly?

   B: No, he cannot speak clearly.

4. A: Can you walk fast?

   B: Yes, I can walk fast.

5. A: Can he eat much?

   B: No, he cannot eat much.

6. A: Can you get up early?

   B: Yes, I can get up early.

7. A: Can he speak clearly?

   B: No, he cannot speak clearly.

8. A: Can you get dressed fast?

   B: Yes, I can get dressed fast.

9. A: Can he drink much?

   B: No, he cannot drink much.

10. A: I am sorry. I have come late, Mr. Wōng Î.

    B: It doesn't matter. I just came a while ago.

LESSON 20

ORAL MATERIAL - RECOMBINATION

1. A: Neĭ-teî shîk in mà? Neĭ-teî yâm tsaú mà? Wōng Sin-Shaang, Wōng T'aai-T'aai*?

   B: M̄-hô haàk-heì. Ngŏh-teî m̀-shîk in. Ngŏh-teî m̀-yâm tsaú.

2. A: Wōng Î Sin-Shaang kaaù tak maân m̀-maân à?

   B: M̄-maân, Wōng Î Sin-Shaang kaaù tak m̀-maân.

3. A: Ngŏh kè hôk-shaang hôk tak faaì m̀-faaì ne?

   B: Faaì, neĭ kè hôk-shaang hôk tak hô faaì.

4. A: Neĭ kè t'aaì-t'aaì* k'eĭ m̀-k'eĭ tak noî à?

   B: M̄-noî, ngŏh kè t'aaì-t'aaì* m̀-k'eĭ tak noî.

5. A: Neĭ kè saì-man-tsaì kông m̀-kông tak ts'ing-ch'ôh ne?

   B: M̄-ts'ing-ch'ôh, ngŏh kè saì-man-tsaì m̀-kông tak ts'ing-ch'ôh.

6. A: Neĭ kè mŏ-ts'an haāng m̀-haāng tak faaì à?

   B: M̄-faaì, ngŏh kè mŏ-ts'an m̀-haāng tak faaì.

7. A: Kam-yât neĭ heì shan heì tak tsô m̀-tsô ne?

   B: Tsô, kam-yât ngŏh heì shan heì tak keì tsô.

8. A: K'âm-maăn neĭ fân kaaù fân tak ch'ì m̀-ch'ì à?

   B: M̄-ch'ì, k'âm-maăn ngŏh fân kaaù fân tak m̀-haì hô ch'ì.

9. A: Neĭ kè saì-man-tsaì cheŭk shaam cheŭk m̀-cheŭk tak faaì ne

   B: M̄-faaì, ngŏh kè saì-man-tsaì cheŭk shaam m̀-cheŭk tak faaì.

10. A: Neĭ kè nuĭ p'aāng-yaŭ yâm tsaú yâm m̀-yâm tak toh à?

    B: M̄-toh, ngŏh kè nuĭ p'aāng-yaŭ yâm tsaú m̀-yâm tak toh.

LESSON 20

ORAL MATERIAL - RECOMBINATION

11. A: Neĭ kè foô-ts'an shaî ch'e shaî m̀-shaî tak faaî ne?

    B: M̄-faaî, ngŏh kè foô-ts'an shaî ch'e m̀-shaî tak faaî.

12. A: Neĭ kè nuĭ* kông shuèt-wâ kông tak ts'ing-ch'ôh, yik-waâk m̀-kông tak ts'ing-ch'ôh à?

    B: Ngŏh kè nuĭ* kông shuèt-wâ m̀-kông tak ts'ing-ch'ôh.

13. A: Neĭ kè hôk-shaang sê Chung-Măn tsž sê tak lèng, yik-waâk m̀-sê tak lèng ne?

    B: Ngŏh kè hôk-shaang sê Chung-Măn tsž sê tak lèng.

14. A: Neĭ kè tsaî shîk in shîk tak toh, yik-waâk m̀-shîk tak toh à?

    B: Ngŏh kè tsaî shîk in m̀-shîk tak toh. K'uĭ shîk in shîk tak hô shiú.

15. A: Kam-maăn neĭ haî ngŏh tô shîk ch'aan pîn-faân, hô mà?

    B: M̄-hô lòh. Toh-tsê shaaî lòh. Kam-maăn ngŏh yaŭ sž.

LESSON 20

WORD LIST

1.	m̂-hó i-sz̀	Sorry, I should be ashamed of myself.
2.	lîng	to cause
3.	tắng	to let, wait; class
4.	chóh	verb suffix indicating past tense or completion of action
5.	kòm noî	for so long, for a period of
6.	mŏ-keî noî	not very long time
7.	tsó	early
8.	ch'î	late, tardy
9.	shuèt-wâ	talk, words
10.	kóng shuèt-wâ	to speak, talk
11.	yâm tsaú	to drink liquor, have a banquet

LESSON 20

READING MATERIAL

1014

説 shuèt: to speak; to talk; to discourse.

演説 in shuèt: to give a speech.

解説 kaaí-shuèt: to explain; to comment.

1443

飲 yám: to drink; to swallow.

飲茶 yám ch'ā: to drink tea.

飲湯 yám t'ong: to take soup.

請飲 ts'éng yám: to invite to a banquet.

1222

酒 tsaú: spirit; liquor; wine.

酒色 tsaú-shik: wine and licentious pleasure.

酒精 tsaú-tsing: pure alcohol.

説 飲 酒

説 飲 酒

说 涯 饮 酒

414

近 kân: adjoining; near(in time or place)

近日 kân yât: recently.

近世 kân shaì: modern age.

附近 foó-kân: vicinity.

將近 cheung-kân: very close; intimate.

630

來 loī: to come; to reach; to obtain; future.

後來 naû-loī: afterward.

本來 poón-loī: originally.

近來 kân-loī: recently.

來賓 loī-pan: guest.

近 來 来

近 來

近 来 来

LESSON 20

READING MATERIAL

629

路 lô: a road; pathway.

一路 yat-lô: all along.

路費 lô fai: travelling expenses.

問路 mân lô: to ask a way.

公路 kung-lô: a public road.

鐵路 t'it-lô: railroad.

353

烟 in: smoke; tobacco.

烟通 in-t'ung: chimney

烟仔 in-tsai: cigarettes.

食烟 shik in: to smoke.

539

工 kung: work.

工作 kung-tsok: work.

夜工 yê kung: night work.

罷工 pâ kung: to strike (labor strike).

工業 kung-ip: industry.

路 烟 工

路 烟 工

路 煙 烟 工

474

結 kit: to connect; to ally; to produce (as fruit); to tie; to congeal.

結果 kit-kwoh: outcome; effect; result.

結束 kit-ch'uk: to wind up; close.

結婚 kit fan: to marry; marriage.

結局 kit-kuk: conclusion; end.

175

婚 fan: to marry a wife; marriage.

婚事 fan-sz: marriage.

結婚 kit fan: to marry.

訂婚 ting fan: to engage.

離婚 lei fan: to divorce.

結 婚

結



结 婚

READING MATERIAL

張先生讀書讀得好早，做事做得好早，結婚結得好 ch'î.

佢近來做事做得太忙，食得太少，飲酒飲得太多，食烟食得太多，fàn kaaù fàn 得唔- kaù。前日佢病，佢 kòk 得好 kwooî; 前晚佢 fàn kaaù 唔 fàn 得好，昨日 chiu 頭早佢起身唔起得早，唔食得飯，唔食得瞓，唔行得路，唔番得工。

而家佢冇病，佢起得身，食得飯，食得烟，番得工，佢嘅朋友李先生請張先生食晚飯，張先生飲酒飲得 fei-sheūng-chi 多，講說話唔講得 ts'ing-chóh，行路唔行得快。

LESSON 20

WRITING MATERIAL

Character	Character Number	Stroke Number	Radical Number	Radical
說	1014	14	149	言
路	629	13	157	𧾷，足
飲	1443	12	184	食，飠
做	1272	11	9	亻，人
工	538	3	48	工